

10/31/2013

KENT
COUNTY
HEALTH
DEPARTMENT

WORKFORCE DEVELOPMENT PLAN 2013-2016

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DEPARTMENT
Caring today for a healthy tomorrow

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Purpose and Introduction

Training and development of the public health workforce is one part of a comprehensive strategy toward agency quality improvement. Fundamental to this work is the identification of gaps in knowledge, skills, and ability through the assessment of both organizational and individual needs and addressing those gaps through targeted training and development opportunities.

This document provides a workforce development plan for the Kent County Health Department (KCHD). It illustrates KCHD's workforce needs assessment findings, planning for employee training, implementation of those plans, and the identification of a set of core competencies applicable for all staff. This workforce development plan was created using direction provided by both the Public Health Accreditation Board (PHAB) and the National Association of City and County Health Officials' Project Public Health Ready (PPHR).

Through guidance provided by resources offered by the two national accrediting bodies, the KCHD developed the succeeding plan to ensure conformity to requirements set forth by PHAB and PPHR. Additionally, this plan will address workforce development needs identified by staff and management through a comprehensive workforce needs assessment process that was conducted in early 2013. As a result, this plan should adequately address PHAB and PPHR workforce development accreditation requirements while providing learning opportunities of interest and relevance for all KCHD staff. Specifically, the following standards and measures will be addressed by the KCHD Workforce Development Plan:

Public Health Accreditation Board Measures¹

Measure 8.2.1A: Maintain, implement, and assess the health department workforce development plan that addresses the training needs of the staff and development of core competencies.

Measure 8.2.2A: Provide leadership and management development activities.

Project Public Health Ready Measures²

Measure 2.2. Conduct of Regular Training Needs Assessments.

Measure 2.3. Completion and maintenance of a Workforce Development Plan and Staff Competencies.

¹ Public Health Accreditation Board. (2011). *Standards and measures, version 1.0*. Retrieved from <http://www.phaboard.org/wp-content/uploads/PHAB-Standards-and-Measures-Version-1.0.pdf> (see pages 187-188).

² National Association of County and City Health Officials. (2012). *Project public health ready 2013 regional criteria*. Retrieved from <http://www.naccho.org/topics/emergency/PPHR/loader.cfm?csModule=security/getfile&pageid=242587> (see pages 25-30).

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Workforce Development Plan Review and Revisions

Date	Section/Pages Affected	Responsible Staff
11/12/2013	Added page numbers to "Plan Overview" on page 3.	C. Chmelar
12/31/2013	Changed "All Staff" to "MPP Staff" under Target Audience section on page 27	C. Chmelar
6/16/2014	Edited training providers and presentation dates on pages 24-26	C. Chmelar
6/23/2014	Added FY2014-15 tables on pages 28-29; Updated training schedule	C. Chmelar
8/15/2014	Updated "Organization" section on page 7 and Appendix A to reflect org changes. Updated page 9 "Health Department Policies" to reflect newly implemented Cultural Competency Policy. Added PEM CE requirement on page 13. Page 17 was edited to include 2014-15 assessment methodology and results. "Training Provider and Format" column added to "Mandatory Training" table. Updated "Roles and Responsibilities" table. Updated dates in "Goals and Objectives" section and added two objectives under Goal 4.	C. Chmelar
10/6/2014	Edited table on page 28.	C. Chmelar
6/15/2015	Updates to pages 17, 19, 27-34; Appendix table amended on page 30	C. Chmelar
6/19/2015	Updates to chart on page 10.	C. Chmelar
6/22/2015	Updates to chart on page 10.	C. Chmelar
9/14/2015	Updates to mandatory training on page 21; date on cover page changed from 2018 to 2016; training goals and objectives on page 24 (date changes on 3.1, 3.2; addition of assessment findings to page 19; addition of All-Staff and MPP topics, learning objectives, and speaker information to Competency-Based training schedule;	C. Chmelar
10/13/2015	Moved "Obesity Initiative" to CW on page 8; Removed "strategic initiatives" from page 6;	C. Chmelar

For questions about this plan, please contact:

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Key Terms

Tier 1 Staff: Tier 1 staff are those Health Department employees who carry out day-to-day tasks of the organization and are not in a management position. Responsibilities of these individuals may include basic data collection, fieldwork, program planning, outreach activities, clinical services, home visiting services, and other organizational tasks.

Tier 2 Staff: Tier 2 staff are those Health Department employees who carry out program management and/or supervisory responsibilities. Responsibilities of these individuals may include program development, implementation, and evaluation; establishing and maintaining community relations; managing timelines and work plans.

Tier 3 Staff: Tier 3 staff are those Health Department employees who are senior managers or leaders of the public health organization. These individuals are generally responsible for the major programs or functions of the organization, setting strategy and vision for the organization, and/or building the organization's culture.

Competency Assessment: The competency assessments can help staff determine their level of knowledge and skill with respect to each of the competencies that comprise the Core Competencies for Public Health Professionals. Assessments are available at all three tiers that correspond to the three tiers of the Core Competencies.

Performance Management: Performance management in public health is defined by the Public Health Foundation as the "practice of actively using performance data to improve the public's health." This focuses on organizational performance versus individualized performance. In the case of Kent County Health Department, performance management focuses on the successful implementation of strategies contained within the strategic plan to achieve the Department's goals and objectives.

Performance Review: Each Health Department employee receives an annual performance review that is administered by their direct supervisor. This review focuses on an individual's performance of job roles and responsibilities.

Agency Profile

Mission, Vision, and Guiding Principles

Mission, Vision, and Guiding Principles	Mission <i>A healthier and safer Kent County for all</i>
	Vision <i>To serve, protect, and promote a healthy community for all</i>
	Guiding Principles <i>Flexibility and Innovation, Communication and Collaboration, Responding to Need, Focus on Equity</i>

Location

The Kent County Health Department (KCHD) is a local (county) health department located in Kent County, MI. Located in Western Michigan, Kent County is the fourth largest population center in Michigan. Covering 864 square miles, the County is home to 604,142 people. The County is composed of twenty-one townships, five villages and nine cities.

The County seat, Grand Rapids, has a population of 201,835 and is 150 miles west of Detroit; 180 miles northeast of Chicago; and 30 miles from Lake Michigan. The greater Grand Rapids area forms the urban center of the County.

Population Served

Kent County contains urban, suburban, and rural communities. According to the [U.S. Census Bureau](#), nearly 84% of the population of Kent County is White, 10.3% is Black, 2.5% is Asian, and 9.9% Hispanic/Latino. Nearly 89% of adults aged 25 or older have at least a high school education and over 30% of this population has a bachelor's degree or higher, as well. The median household income in Kent County is \$50,801 annually, and the poverty rate countywide is 14.8%.

Governance

Pursuant to the Public Health Code, section 333.2413, the Kent County Health Department is a department of Kent County Government. KCHD's Administrative Health Officer reports to the Kent County Administrator/Controller. The Administrator/ Controller in turn reports to the Kent County Board of Commissioners. The KCHD Medical Director is responsible for developing and implementing all medical policies, procedures and standing orders and reports to the Administrative Health Officer.

Health Department regulatory, budgeting, contracting, staffing, and new program initiatives are reviewed by either of two Board of Commissioners' Standing Committees prior to proposal to the full Board. These committees include the Legislative and Human Resources Committee and the Finance and Physical Resources Committee.

Prior to 2001, the Kent County Board of Health established KCHD policies. By resolution of the Board of Commissioners in 2001, the Board of Health was restructured into the Community Health Advisory Committee (CHAC) in order to provide broader community leadership in public health matters and resolve some of the duplication that existed between the Board of Health and the Standing Committees. CHAC serves an advisory function to the Administrative Health Officer and senior Health Department leadership. CHAC includes up to two county commissioners among its membership, and all CHAC members are appointed by the Kent County Board of Commissioners. While not a decision-making body, CHAC may, at the request of the Board of Commissioners, provide information and recommendations with regard to specific public health matters or other matters affecting the Kent County Health Department. CHAC provides annual input to the County Administrator/Controller regarding the performance of the Health Officer and the Medical Director.

Organization

KCHD has four Divisions – Administration, Community Clinical Services, Community Wellness, and Environmental Health. An organizational chart is included in Appendix A.

Administration includes the following programs and services:

- Communicable Disease
- Emergency Preparedness
- Quality Improvement
- Healthy Kent 2020
- Marketing and Communications
- Finance
- Information Technology

Community Clinical Services includes the following programs and services:

- Tuberculosis screening and treatment
- Personal Health Services (STI/HIV testing)
- Immunizations
- Women, Infants, Children Program (WIC)

Community Wellness includes the following programs and services:

- Health Education and Promotion
- Obesity Initiative
- Home Visiting Programs
 - Nurse Family Partnership
 - Maternal Infant Health Program
 - Strong Beginnings
- Children’s Special Healthcare Services
- Vision and Hearing Screening
- Lead Screening
- Refugee Health
- Medicaid Support Services/Enrollment

Environmental Health includes the following programs and services:

- Laboratory Services
- Animal Shelter/Animal Control
- Food Sanitation
- Water Quality
- Well and Septic Inspections
- Vector/Pest Control

Funding

While there is no specific line-item listed in the current Health Department budget, there is support from top Health Department management for the implementation of this plan. When possible, training opportunities will be provided in-house by public health subject matter experts. However, when this is not feasible, the Department will make efforts to partner with community partners and organizations to provide training at no or low-cost. The Department is also open to bringing in training providers at a reasonable cost if the Department deems the training beneficial for the majority of Health Department staff.

Learning Culture

KCHD has an established culture of learning, including county-offered training opportunities through the [Learning Ensures Achievement Program](#) (LEAP), chances for supervisory development through the [Leadership Enrichment and Development](#) (LEAD) Program, and support of employee participation in national organizations. Additionally, Kent County offers an [Employee Tuition Reimbursement Program](#) that supports employee obtainment of education and training related to professional growth within the organization.

In addition to the County-sponsored development activities, Divisions within the Health Department typically offer training and development for staff. However, comprehensiveness and availability of these types of opportunities varies greatly across the Department. Some Divisions support staff involvement in professional organizations and attendance at local conferences and meetings as means for achieving professional development objectives. Other Divisions offer staff development opportunities internally and make efforts to ensure continuing education opportunities are made available for those staff with professional licenses and registrations.

Despite the numerous currently available options, Health Department staff regularly report the desire for additional learning opportunities. The present plan serves to standardize, formalize, and better measure the impact of workforce development activities that occur within and outside the Department.

Workforce Development Policies

At the time of this plan's development, there were both countywide and Health Department-specific policies in place related to training and professional development. These policies apply to all Health Department employees.

Countywide Policies

Section nine of the *Kent County Human Resources Policies and Procedures Manual* describes the training and development resources that are available to all Kent County employees. This section of the HR manual lists in-house training programs, seminars offered by the County, the administration of training

budgets in County Departments, and the tuition reimbursement program. A full-text copy of this policy can be located in Appendix B.

Health Department Policies

There are two sections of the *Kent County Health Department Policies and Procedures Manual* that specifically refer to training and development. First, the *Cultural Competency Policy* states that the Health Department will support staff attendance at seminars and conferences that promote client-centered care and/or information related to cultural competency. It also requires all employees to attend the Kent County Health Department's Health Equity and Social Justice Workshop and other training deemed necessary by his or her supervisor. A copy of this policy can be located in Appendix C.

The second Health Department policy that references training is the *LEAP Class Requirements Policy*. This policy outlines specific training requirements that all new staff must complete within their first 12 months of being hired. There are different requirements for management staff and represented staff. A copy of this policy can be located in Appendix D.

Workforce Profile

Introduction

This section provides a description of the Kent County Health Department's current and anticipated future workforce. Data was provided by Kent County Human Resources. Statistics for 2013 were current as of March 15, 2013 and 2015 statistics were current as of June 22, 2015.

Current Workforce Demographics

	Category	# (2013)	# (2015)
Current Workforce Demographics	Total Number of Employees	249	243
	Number of FTE	230 (approx.)	224 (approx.)
	Gender		
	Male	37	39
	Female	212	204
	Race and Ethnicity		
	Hispanic	16	18
	Non-Hispanic	233	186
	Asian	6	4
	African American	28	22
	Caucasian	195	193
	Other	20	6
	Professional Category		
	Senior Management	5	7
	Middle Management (Program and Nurse Supervisors)	26	23
	Public Health Nurses	57	56
	Laboratory Staff	2	2
	Medical Social Workers	6	4
	Health Educators	9	8
	Sanitarians & Sanitarian Specialists	14	20
	Information Technology Staff	4	4
	Finance Staff	2	1
	Office Administrators & Administrative Specialists	6	6
	Outreach Workers	12	11
	Clinic Assistants	15	17
	Vision & Hearing Technicians	9	9
	Custodial & Facilities Management Staff	4	4
	Animal Control Officers & Animal Specialists	16	16
	Support Staff (Account Clerk, Clerk, Clerk Typist)	43	36
	Other	7	20
Retention Rate by Years of Employment			
5 to 9 years	29 (11.6%)	29 (11.9%)	
> 10 years	147 (59%)	140 (57.6%)	
Employees < 5 Years from Retirement	85 (approx.)	88 (approx.)	

Future Workforce

Based on the demographics of the Kent County Health Department workforce, the Health Department will be dealing with three main issues in the near future:

- **Retirements:** The Health Department has many employees with 15 or more years of experience and many are eligible for retirement now or will be nearing retirement age within the next five to 10 years. A major implication of this workforce transition is the loss of institutional memory, knowledge, and public health experience.
- **Leadership Development for Managerial Positions:** It has been customary to hire and/or promote individuals into a manager-level position without any formalized leadership or management training. As more and more managerial positions turn over, the Health Department will be diligent in providing leadership development opportunities for those serving in management positions. Existing managers working for the Health Department could also benefit from leadership development learning opportunities.
- **Diversity:** As the Kent County community continues to change in its ethnic, racial, and cultural composition, the Health Department will continue its efforts to ensure the demographic composition of current Health Department staff reflects that of those seeking and receiving services.

Trends in public health practice, education, and standards over the past several years have led the Health Department to believe it will need to address the following workforce needs in the near future:

- **Competency in Public Health:** The eight public health competency areas outlined by the Council on Linkages have become the nationally accepted standard for public health workforce development. A training program offering staff the opportunity to gain deeper understanding and skill development in these key public health competencies is necessary.
- **Quality and Performance Improvement:** National accreditation has been a catalyst for quality improvement in public health, and more specifically within the Kent County Health Department. In order to achieve an organizational culture of quality, training will be necessary for all staff. At a minimum, staff will need a basic introduction to quality improvement tools and practices. However, over time more and more staff will require more in-depth training, opportunities for implementation of their learning, and occasions to lead and mentor quality improvement projects.
- **Data Driven Decision-Making and Use of Evidence-Based Practice:** Public health practitioners will need training in how to collect, analyze, and interpret data to inform decision-making, program development, and to measure performance. Staff will also require training in how to identify and choose evidence-based interventions to address current and emerging population health issues.

The Senior Leadership Team of the Kent County Health Department was asked to provide input regarding perceived challenges and future workforce public health workforce needs from the perspective of the programs and/or staff that they oversee. The following themes were identified in addition to those listed above, and will also need to be evaluated and addressed accordingly:

- **Technology and Information Security:** The technological environment is constantly changing and evolving. It will be important for the Health Department to provide continuous training in

technology advances and the software upgrades that occur within the organization to ensure staff can effectively do their jobs. Another key area of training related to technology is securing the sensitive information, such as patient health data, that is housed within the Health Department's server. Staff will require continued internet and information security training as new threats to security and confidentiality emerge.

- **Grant Writing:** As the budget for public health continues to face reductions, it is imperative that Health Department staff have the ability to seek and secure grant funding to support important programs and services. Providing key staff with skills, tools, and resources necessary for seeking grant opportunities, writing grant applications, and for ensuring the appropriate data is collected for grant reports will be very important.
- **Communication:** Internal and external communications have repeatedly been noted as key areas for improvement at the Kent County Health Department. This issue can only be remedied if we provide all staff with the necessary knowledge and skills to ensure we are communicating what we do as an organization, not only to the public but to each other. This will help us to improve customer service, employee morale, and general knowledge and appreciation for public health amongst staff and the public at large.

Competencies and Education Requirements

Core Competencies for All Health Department Staff

Public Health Focus

On February 20, 2013, the Kent County Health Department Senior Leadership Team voted to adopt the Council on Linkage's Core Competencies for Public Health Professionals as the set of nationally accepted core competencies from which the workforce development plan would be built.

[The Council on Linkage's Core Competencies for Public Health Professionals](#) (Core Competencies) were designed for public health professionals at three different levels: Tier 1 (entry level), Tier 2 (supervisors and managers), and Tier 3 (senior managers and leadership). The Core Competencies are a set of skills desirable for the broad practice of public health, reflecting the characteristics that staff of public health organizations may want to possess as they work to deliver the [Essential Public Health Services](#).

The Core Competencies are designed to serve as a starting point for organizations to understand, assess, and meet training and workforce development needs. This reasoning is precisely why this set of core competencies was determined as best fit for identifying and addressing Kent County's public health workforce needs.

Emergency Preparedness Focus

In addition to the Core Competencies discussed above, the Kent County Health Department has selected a set of competencies specific to emergency preparedness that will also contribute to the content of the workforce development plan.

These competencies, known as the [Bioterrorism and Emergency Readiness Competencies for all Public Health Workers](#), provide a foundation from which our Department can build locally relevant training, exercises, and drills.

Continuing Education Required by Discipline

Multiple public health-related disciplines require continuing education for ongoing licensure/certification/registration and practice. Licenses held by staff at the Kent County Health Department and their respective continuing education requirements are shown in the table below. Kent County supports continuing education, however, maintaining necessary licensure is the responsibility of individual employees. Each Division is responsible for tracking its own licensed and certified staff.

Discipline/License	CE Requirements
Medical Doctor (MD)	150 CMEs every 5 years
Registered Dietician (RD)	75 CEUs every 5 years
Registered Nurse (RN)	25 CEUs every 2 years
International Board Certified Lactation Consultant (IBCLC)	75 CERPs every 5 years
Certified Medical Assistant (CMA)	30 CEUs every 3 years
Immunization Nurse Educator (INE)	20 CEUs annually
Master of Social Work (MSW)	45 CEUs every 3 years
Registered Environmental Health Specialist	24 CEUs every 2 years
Registered Sanitarian (RS)	24 CEUs every 2 years
American Society of Clinical Pathologists (ASCP)	36 CEUs every 3 years
Certified Public Accountant (CPA)	40 CPEs annually
MI Professional Emergency Manager (PEM)	3 of 5 requirements ³ annually

CME = Continuing Medical Education

CEU = Continuing Education Unit

CERP = Certified Education Recognition Point

CPE = Continuing Professional Education

ACEP = Annual Continuing EM Participation

Training Needs

Introduction

This section describes both identified and mandatory training needs within the department. Non-mandatory training needs were assessed through an online survey and a participatory staff input process facilitated by a non-Health Department consultant.

2013-14 Competency-Based Needs Assessment Methodology

Historically, training and development needs of Kent County Health Department staff have not been systematically assessed. Each Division within the Department has and continues to offer learning opportunities specific to the roles staff play in their respective Divisions. However, to develop this plan, a more comprehensive assessment of staff interests and current knowledge, skills, and abilities was necessary.

To meet accreditation requirements set forth by the Public Health Accreditation Board and Project Public Health Ready, the Health Department modified existing online assessment tools to capture the data needed to create a relevant curriculum and training schedule for all staff. To capture data related to the

³ Annual Continuing EM Participation Requirements can be viewed at this web address:

http://www.michigan.gov/msp/0,4643,7-123-60152_62786_63230-314587--,00.html

Council on Linkages Core Competencies for Public Health Professionals, the Health Department modeled questions after The Ohio State University College of Public Health Practice's *Public Health Workforce Training Needs Assessment*. A subset of these questions, with a focus on four of the eight core competency domains – communication, cultural competency, public health science, and leadership and systems thinking – were used.

Items used to gather emergency preparedness data were adopted from the *Berrien County Health Department Training Needs Assessment* that was administered by the University of Michigan's Center for Public Health Preparedness in 2004. The complete survey tool used to assess Kent County Health Department's workforce development needs can be viewed in Appendix E.

In addition to gathering survey data, the Health Department formed a Workforce Development Advisory Committee (Appendix F) that consisted of over 30 staff and managers. This group provided feedback during the development of the workforce development plan. The Advisory Committee met face-to-face twice to discuss important issues, were asked to provide input via email throughout the duration of the project, and were instrumental in crafting the draft workforce development plan before it was sent to the Senior Management Team for finalization, adoption, and implementation.

A full description of the needs assessment process can be viewed in Appendix G.

2013-14 Competency-Based Needs Assessment Results

At the conclusion of the online assessment, 129 of all Health Department staff – a 52% response rate – had submitted a response to the survey. Seventy-seven percent of respondents reported having worked in public health for six years or more, and 74% of respondents reported having worked at the Kent County Health Department for six years or more. Ninety-eight percent of respondents were front-line staff, supervisors, or program managers. Because of this, data for tier three (top leadership) is not reported in the tables below because there were only two responses from this group and was not deemed useful information.

The bolded bulleted items indicate continuity in response between Tier 1 and Tier 2 respondents. A summary of key workforce needs assessment findings for the four assessed core competencies are as follows:

Cultural Competency Skills			
Tier	Most Important to Job	Lowest Rated Current Ability	Greatest Interest in Additional Training
Tier 1	<ul style="list-style-type: none"> • Recognizing the role of cultural, social, and behavioral factors (3.70) • Incorporating strategies for interacting with diverse persons (3.63) • Responding to diverse needs resulting from cultural differences (3.60) 	<ul style="list-style-type: none"> • Participating in organizational cultural competence assessment (2.61) • Describing forces that contribute to cultural diversity (2.73) • Describing the need for a diverse public health workforce (2.88) 	<ul style="list-style-type: none"> • Incorporating strategies for interacting with diverse persons (3.27) • Responding to diverse needs resulting from cultural differences (3.27) • Recognizing the role of cultural, social, and behavioral factors (3.24)

Cultural Competency Skills			
Tier	Most Important to Job	Lowest Rated Current Ability	Greatest Interest in Additional Training
Tier 2	<ul style="list-style-type: none"> Incorporating strategies for interacting with diverse persons (3.56) Considering the role of cultural, social, and behavioral factors (3.52) Responding to diverse needs that result from cultural differences (3.44) 	<ul style="list-style-type: none"> Assessing programs for cultural competence (2.78) Responding to diverse needs that result from cultural differences (2.85) Considering the role of cultural, social, and behavioral factors (3.00) 	<ul style="list-style-type: none"> Responding to diverse needs resulting from cultural differences (3.15) Assessing programs for their cultural competence (3.07) Two responses tied for third

Public Health Sciences Skills			
Tier	Most Important to Job	Lowest Rated Current Ability	Greatest Interest in Additional Training
Tier 1	<ul style="list-style-type: none"> Describing scientific evidence related to a public health issue, concern, intervention (2.97) Retrieving scientific evidence from a variety of sources (2.79) Relating public health skills to the Core Public Health Functions (2.76) 	<ul style="list-style-type: none"> Identifying prominent events in the history of public health (2.02) Describing laws, regulations, and policies/procedures for ethical conduct of research (2.03) Partnering with other public health professionals to build public health evidence-base (2.05) 	<ul style="list-style-type: none"> Describing scientific evidence related to a public health issue, concern, intervention (2.92) Relating public health skills to the Core Public Health Functions (2.83) Retrieving scientific evidence from a variety of sources (2.75)
Tier 2	<ul style="list-style-type: none"> Applying basic public health sciences to public health policies and programs (3.54) Retrieving scientific evidence from a variety of sources (3.54) Conducting a review of scientific evidence related to a public health issue, concern, or intervention (3.50) 	<ul style="list-style-type: none"> Distinguishing prominent events in the history of public health (2.42) Relating public health skills to the Core Public Health Functions through the essential services (2.54) Three responses tied for third 	<ul style="list-style-type: none"> Applying basic public health sciences to public health policies and programs (3.50) Conducting a review of scientific evidence related to a public health issue, concern, or intervention (3.42) Contributing to building the scientific base of public health (3.35)

Communication Skills			
Tier	Most Important to Job	Lowest Rated Current Ability	Greatest Interest in Additional Training
Tier 1	<ul style="list-style-type: none"> Identifying population health literacy (3.57) Cultural & linguistic proficiency (3.52) 	<ul style="list-style-type: none"> Participating in development of presentations (2.14) 	<ul style="list-style-type: none"> Cultural & linguistic proficiency (3.17) Identifying population health literacy (3.16)

Communication Skills			
Tier	Most Important to Job	Lowest Rated Current Ability	Greatest Interest in Additional Training
	<ul style="list-style-type: none"> Conveying public health information using varied approaches (3.40) 	<ul style="list-style-type: none"> Soliciting community-based input (2.70) Applying communication and group dynamic strategies (2.74) 	<ul style="list-style-type: none"> Conveying public health information using varied approaches (3.11)
Tier 2	<ul style="list-style-type: none"> Cultural & linguistic proficiency (3.65) Soliciting input from individuals and organizations (3.64) Applying communication and group dynamic strategies (3.46) 	<ul style="list-style-type: none"> Presenting demographic/statistical/ programmatic/scientific information for use by professional/ lay audiences (2.80) Assessing population health literacy (2.88) Applying communication and group dynamic strategies (2.96) 	<ul style="list-style-type: none"> Presenting demographic/statistical/ programmatic/scientific information for use by professional/ lay audiences (3.32) Soliciting input from individuals and organizations (3.24) Cultural & linguistic proficiency (3.12)

Leadership & Systems Thinking Skills			
Tier	Most Important to Job	Lowest Rated Current Ability	Greatest Interest in Additional Training
Tier 1	<ul style="list-style-type: none"> Incorporating ethical standards of practice (3.62) Using learning opportunities for personal and professional development (3.35) Identifying internal/external problems that affect the delivery of essential services (2.98) 	<ul style="list-style-type: none"> Participating with stakeholders to identify key public health values and a shared vision for community action (2.19) Describing the impact of changes in the public health system and social/political/ economic environment on organizational policies (2.29) Identifying internal/external problems that affect delivery of essential services (2.51) 	<ul style="list-style-type: none"> Using learning opportunities for personal and professional development (3.23) Incorporating ethical standards of practice (3.00) Identifying internal/external problems that affect the delivery of essential services (2.82)
Tier 2	<ul style="list-style-type: none"> Incorporating ethical standards of practice (3.82) Promoting individual, team, and organizational learning opportunities (3.68) Contributing to the evaluation of organizational performance for QI (3.68) 	<ul style="list-style-type: none"> Modifying organizational practices in consideration of changes in the public health system and the larger social, political, and economic environment (2.61) Analyzing internal/external problems that may affect 	<ul style="list-style-type: none"> Establishing mentoring, peer advising, coaching, or other personal development opportunities for the public health workforce (3.50) Modifying organizational practices in consideration of changes in the public health system and the

Leadership & Systems Thinking Skills			
Tier	Most Important to Job	Lowest Rated Current Ability	Greatest Interest in Additional Training
		<p>the delivery of public health services (3.00)</p> <ul style="list-style-type: none"> • <i>Three responses tied for third</i> 	<p>larger social, political, and economic environment (3.43)</p> <ul style="list-style-type: none"> • Contributing to the evaluation or organizational performance for QI (3.39)

In addition to the four core competency areas, the needs assessment gauged staff competence in emergency preparedness. Staff were asked to rate their top emergency preparedness training needs in four different categories – natural hazards, man-made hazards, public health hazards, and internal Health Department hazards. The top training needs related to natural hazards were dam failures (2.08), earthquakes (2.05), and wildfires (2.05). Man-made hazards that had the highest staff-reported training needs were nuclear power plant incidents (2.46), structural failures (2.40), pipeline incidents (2.37), and mass fatality/casualty incidents (2.35). Animal disease outbreaks (2.14) and infectious disease outbreaks (2.10) were the top-rated public health-related hazard training needs, while hostage situations (2.41), active shooter incidents (2.38), and white powder incidents (2.34) were the internal organization hazards of which staff most-requested additional training.

In general, there were many important areas of training need in both the public health core competencies and the emergency preparedness competencies. This data, coupled with input gathered during two Workforce Advisory Council meetings helped to identify priority training topics included within this plan.

2014-15 Competency-Based Assessment Methodology

To complete the staff assessment necessary for collecting data to inform the 2014-15 training curriculum, the Health Department used a subset of questions from The Ohio State University College of Public Health Practice's *Public Health Workforce Training Needs Assessment* that assessed competency of staff on two core competencies – analytical/assessment skills and policy development and program planning skills. The complete survey tool used to assess Kent County Health Department's workforce development needs in 2014-15 can be viewed in Appendix H.

2014-15 Competency-Based Assessment Results

At the conclusion of the 2014-15 online assessment, 117 Health Department staff had submitted a response to the survey. Nearly 75% of respondents reported having worked in public health for six years or more, and 70% of respondents reported having worked at the Kent County Health Department for six years or more. Similar to the survey participation recorded in 2013-14, the majority of respondents were front-line staff that fall within the Tier 1 category. For this reason, Tier 2 and 3 respondents were combined and are reported in this section as one group.

The bolded bulleted items indicate continuity in response between Tier 1 and Tier 2/3 respondents. A summary of key workforce needs assessment findings for the four assessed core competencies are as follows:

Analytical/Assessment Skills

Tier	Most Important to Job	Lowest Rated Current Ability	Greatest Interest in Additional Training
Tier 1	<ul style="list-style-type: none"> Adhering to ethical principles in collection, maintenance, use, and dissemination of data and information (3.39) Identifying health status and determinants of health (3.32) Describing characteristics of population health problems (3.28) 	<ul style="list-style-type: none"> Describing public health applications of quantitative data (2.41) Describing how data are used to address scientific, political, ethical, and/or social public health issues (2.41) Identifying gaps in data sources (2.44) 	<ul style="list-style-type: none"> Describing the characteristics of a population health problem (3.17) Identifying health status and determinants of health (3.11) Using variables that measure public health conditions (3.06)
Tier 2/3	<ul style="list-style-type: none"> Interpreting qualitative data (3.44) Using information technology to collect, store, and/or retrieve data (3.40) Employing ethical principles in the collection, maintenance, use, and dissemination of data and information (3.35) 	<ul style="list-style-type: none"> Making community-specific inferences from qualitative data (2.50) Making community-specific inferences from quantitative data (2.60) Identifying gaps in data sources (2.68) 	<ul style="list-style-type: none"> Examining the integrity and comparability of data (3.42) Interpreting quantitative data (3.33) Using information technology to collect, store, and/or retrieve data (3.33)

Policy Development and Program Planning Skills			
Tier	Most Important to Job	Lowest Rated Current Ability	Greatest Interest in Additional Training
Tier 1	<ul style="list-style-type: none"> Applying strategies for continuous quality improvement (3.33) Describing how policy options can influence public health programs (3.13) Gathering information relevant to public health policy issues (3.11) 	<ul style="list-style-type: none"> Demonstrating use of public health informatics practices and procedures (2.49) Explaining expected outcomes of policy options (2.57) Identifying mechanisms to monitor and evaluate programs for effectiveness and quality (2.58) Describing public health laws and regulations governing public health programs (2.58) 	<ul style="list-style-type: none"> Describing how policy options can influence public health programs (3.05) Gathering information relevant to public health policy issues (3.03) Gathering information that will inform policy decisions (3.03)
Tier 2/3	<ul style="list-style-type: none"> Managing public health programs consistent with public health laws and regulations (3.73) Developing plans to implement policies and/or programs (3.60) 	<ul style="list-style-type: none"> Incorporating public health informatics practices (2.40) Using decision analysis for policy development (2.44) Developing policies for organizational plans, 	<ul style="list-style-type: none"> Developing mechanisms to monitor and evaluate programs for their effectiveness and quality (3.43) Managing public health programs consistent with

Policy Development and Program Planning Skills			
Tier	Most Important to Job	Lowest Rated Current Ability	Greatest Interest in Additional Training
	<ul style="list-style-type: none"> Developing mechanisms to monitor and evaluate programs for their effectiveness and quality (3.60) Developing strategies for continuous quality improvement (3.60) 	structures, and/or programs (2.53)	<ul style="list-style-type: none"> public health laws and regulations (3.40) Developing strategies for continuous quality improvement (3.33)

A full report of 2014-15 Workforce Development Needs Assessment findings can be located in Appendix I.

2015-16 Competency-Based Assessment Methodology

To complete the staff assessment necessary for collecting data to inform the 2015-16 training curriculum, the Health Department used a subset of questions from The Ohio State University College of Public Health Practice’s *Public Health Workforce Training Needs Assessment* that assessed competency of staff on two core competencies – community dimensions of practice and financial planning and management. The complete survey tool used to assess Kent County Health Department’s workforce development needs in 2015-16 can be viewed in Appendix J.

2015-16 Competency-Based Assessment Results

At the conclusion of the 2015-16 online assessment, 105 Health Department staff had submitted a response to the survey. Nearly 68% of respondents reported having worked in public health for six years or more, and 62.1% of respondents reported having worked at the Kent County Health Department for six years or more. Similar to the survey participation recorded in previous years, the majority of respondents were front-line staff that fall within the Tier 1 category. For this reason, Tier 2 and 3 respondents were combined and are reported in this section as one group.

The bolded bulleted items indicate continuity in response between Tier 1 and Tier 2/3 respondents. A summary of key workforce needs assessment findings for the four assessed core competencies are as follows:

Community Dimensions of Practice			
Tier	Most Important to Job	Lowest Rated Current Ability	Greatest Interest in Additional Training
Tier 1	<ul style="list-style-type: none"> Recognizing community linkages and relationships among multiple factors (or determinants) affecting health (3.47) Identifying community assets and resources (3.41) Informing the public about policies, programs, and resources (3.16) 	<ul style="list-style-type: none"> Identifying stakeholders (2.56) Using group processes to advance community involvement (2.75) Demonstrating the capacity to work in community-based participatory research efforts (2.81) 	<ul style="list-style-type: none"> Recognizing community linkages and relationships among multiple factors (or determinants) affecting health (3.39) Identifying community assets and resources (3.37)

Community Dimensions of Practice			
Tier	Most Important to Job	Lowest Rated Current Ability	Greatest Interest in Additional Training
			<ul style="list-style-type: none"> Gathering input from the community to inform the development of public health policy and programs (3.12)
Tier 2/3	<ul style="list-style-type: none"> Establishing, maintaining, and facilitating collaboration and partnerships to ensure participation of stakeholders (3.81) Assessing community linkages and relationships among multiple factors (or determinants) affecting health (3.76) Using community input when developing public health policies and programs (3.71) Promoting public health policies, programs, and resources (3.71) 	<ul style="list-style-type: none"> Collaborating in community-based participatory research efforts (2.81) Distinguishing the role of governmental and nongovernmental organizations in the delivery of community health services (2.86) Negotiating for the use of community assets and resources (3.00) Using community processes to advance community involvement (3.00) 	<ul style="list-style-type: none"> Using community input when developing public health policies and programs (3.33) Negotiating for the use of community assets and resources (3.29) Using group processes to advance community involvement (3.19) Establishing, maintaining, and facilitating collaboration and partnerships to ensure participation of stakeholders (3.19)

Financial Planning and Management			
Tier	Most Important to Job	Lowest Rated Current Ability	Greatest Interest in Additional Training
Tier 1	<ul style="list-style-type: none"> Describing the local, state, and federal public health and healthcare systems (3.46) Applying basic human relations skills to internal collaborations, motivation of colleagues, and resolution of conflicts (3.45) Adhering to the organization's policies and procedures (3.31) 	<ul style="list-style-type: none"> Participating in the development of contracts and other agreements for the provision of services (1.90) Identifying strategies for determining budget priorities based on federal, state, and local financial contributions (2.25) Contributing to the preparation of proposals for funding for external sources (2.40) 	<ul style="list-style-type: none"> Applying basic human relations skills to internal collaborations, motivation of colleagues, and resolution of conflicts (3.55) Describing the local, state, and federal public health and healthcare systems (3.25) Adhering to the organization's policies and procedures (3.08)
Tier 2/3	<ul style="list-style-type: none"> Applying basic human relations skills to the management of organizations, motivation of personnel, and 	<ul style="list-style-type: none"> Applying public health informatics skills to improve program and business operations (2.44) Using cost-effectiveness, cost-benefit, and cost- 	<ul style="list-style-type: none"> Applying basic human relations skills to the management of organizations, motivation of personnel, and

Financial Planning and Management			
Tier	Most Important to Job	Lowest Rated Current Ability	Greatest Interest in Additional Training
	resolution of conflict (3.89) <ul style="list-style-type: none"> Using evaluation results to improve performance (3.58) Evaluating program effectiveness to determine cost-benefit (3.53) Interpreting the interrelationships of local, state, and federal public health and healthcare systems for public health program management (3.53) 	utility analyses in programmatic prioritization and decision-making (2.50) <ul style="list-style-type: none"> Implementing the judicial and operational procedures of the governing body and/or administrative unit that oversees the operations of the public health organization (2.63) 	resolution of conflicts (3.53) <ul style="list-style-type: none"> Using cost-effectiveness, cost-benefit, and cost-utility analyses in programmatic prioritization and decision-making (3.32) Preparing proposals for funding from external sources (3.22).

A full report of 2015-16 Workforce Development Needs Assessment findings can be located in Appendix K.

Future Needs Assessment

The Health Department recognizes that a one-time workforce needs assessment will not be sufficient if the goal is to ensure timely and relevant training opportunities that meet the development needs of staff. To inform future workforce development priorities and training topics, the Health Department will conduct an annual workforce needs assessment. This assessment will not only help to identify priority training topics for the succeeding year, but will also allow the Department to collect longitudinal workforce competency and needs-related data.

Each year, the assessment will evaluate two of the eight general core competencies. Every third year, cultural competency skills, public health science skills, and emergency preparedness-focused competencies will be assessed. The assessment will be completed between February and July of each year to inform the following year’s plan, and results will be reported back to all Health Department staff in a timely manner. New employee proficiency in the core competencies will be assessed in conjunction with the Department-wide assessment each year. The table below describes the sequence in which core competencies will be evaluated. Data collected in 2013 will inform the 2013-2014 workforce development training schedule, while data collected in 2014 will inform development of the 2014-2015 workforce development training schedule, and so on.

Core Competencies for Public Health Professionals			
Competency	Year 1 (2013-2014)	Year 2 (2014-2015)	Year 3 (2015-2016)
Analytical & Assessment		X	
Policy Development & Program Planning		X	
Communication	X		
Cultural Competency	X		

Core Competencies for Public Health Professionals			
Competency	Year 1 (2013-2014)	Year 2 (2014-2015)	Year 3 (2015-2016)
Community Dimensions of Practice			X
Public Health Sciences	X		
Financial Planning & Management			X
Leadership & Systems Thinking	X		

Bioterrorism and Emergency Readiness Competencies for all Public Health Workers			
Core Competency	Year 1 (2013-2014)	Year 2 (2014-2015)	Year 3 (2015-2016)
Describe the public health role in emergency response	X	X	X
Describe the chain of command in emergency response	X	X	X
Identify and locate the agency emergency response plan	X	X	X
Describe functional role in emergency response and demonstrate that role in regular drills	X	X	X
Demonstrate correct use of all communication equipment used for emergency communication	X	X	X
Describe communication role(s) in emergency response	X	X	X
Identify limits to own knowledge/skills/authority and identify key system resources for referring matters that exceed these limits	X	X	X
Recognize unusual events that might indicate an emergency and describe appropriate action	X	X	X
Apply creative problem solving and flexible thinking to unusual challenges within his/her functional responsibilities and evaluate effectiveness of all actions taken.	X	X	X

Mandatory Training

Included within this section are trainings that are required by Kent County, the Kent County Health Department, or by state or federal mandate. Instructions for accessing the mandatory training listed in the following table can be provided to staff by their immediate supervisor.

The training opportunities that are shaded in the table below are those trainings that are required as components of the Health Department’s new employee orientation process.

Training	Training Provider and Format	Staff Affected	Minimum Frequency
Employee Role in National Accreditation – Making KCHD PHAB-ulous!	Health Department/ Web-based	All staff	Within six months for existing staff; within 60 days of hire beginning January 1, 2016
Orientation: The KCHD Strategic Plan and Performance Management System	Health Department/ Web-based	All staff	Within 60 days of hire
Quality Improvement in Public Health	Health Department/ Web-based	All-Staff	Within 60 days of hire
ICS 100, 200	FEMA / Web-based	All staff	Within 60 days of hire; training renewal every three years for WATCH Team, every five years for all others.
ICS 700, 800	FEMA / Web-based	All staff	Within 60 days of hire
ICS 300, 400	Kent County Emergency Management/ Face-to-Face	Senior Leadership and Primary WATCH Team Members	One time
Fundamentals of Emergency Preparedness	Columbia University/ Web-based	All staff	Upon hire
Emergency Preparedness Mass Dispensing	Health Department/ Web-based	All staff	Upon hire
Strategic National Stockpile (SNS) Refresher	Health Department/ Face-to-Face	All Staff	Annually
Emergency Preparedness PIO Training	FEMA/ Web-based	Marketing and Communications Manager and Emergency Preparedness Coordinator	One time
HIPAA - Privacy	Health Department/ Web-based	All staff	Upon hire
HIPAA – Security	Health Department/ Web-based	All staff	Upon hire
Infection Control Video	Health Department/ Audiovisual	All staff	Upon hire

Training	Training Provider and Format	Staff Affected	Minimum Frequency
Infection Control	Health Department/ Web-based	All staff	Upon hire
Health Department General Orientation	Health Department/ Face-to-Face	All staff	Upon hire
Division Orientation	Health Department/ Face-to-Face	All staff	Upon hire
Public Health 101	Health Department/ Web-based	All staff	Upon hire
Health Equity and Social Justice Two-Day Dialogue	Health Department/ Face-to-Face	All staff	One time
OSHA Blood-borne Pathogens	Health Department/ Web-based	All staff	Upon hire
Customer Service DVD	Health Department/ Audiovisual	All staff	Upon hire
AED Training DVD	Health Department/ Audiovisual	All staff	Upon hire, refresher annually
LEAP – Discrimination and Sexual Harassment Prevention: Creating Employee Awareness	Kent County HR/ Face-to-Face	Represented staff (UAW and Teamsters)	One time, within 12 months of hire
LEAP – Sexual Harassment Prevention for Supervisors (Online Tutorial)	Kent County HR/ Web-based	MPP staff	One time, within 12 months of hire
LEAP – The MPP Annual Review Process: Applying the Performance Management Cycle	Kent County HR/ Web-based	New MPP Managers	Upon hire
The KCHD Performance Review Process	Health Department/ Web-based	All staff	Upon hire
LEAD Program	Kent County HR/ Face-to-Face	MPP staff	One time

In the case of a public health emergency, additional mandatory just-in-training will be required for some or all Health Department staff. Further explanation of when and how the just-in-time training would be implemented in this type of situation can be found in Appendix L.

Goals, Objectives, and Implementation Plan

Introduction

This section provides information regarding training goals and objectives of the agency, as well as resources, roles, and responsibilities related to the implementation of the plan.

Roles and Responsibilities

The table below lists individuals responsible for the implementation of this plan as well as the associated roles and responsibilities.

Who	Roles and Responsibilities
Kent County Board of Commissioners	Ultimately responsible for ensuring resource availability to implement the workforce development plan.
Community Health Advisory Committee (CHAC)	Provides recommendations for training topics and/or training providers. Informs the Health Department of opportunities for staff learning and development that are being offered in and around the Kent County community.
Administrative Health Officer	Responsible to the Board of Commissioners for priority setting, establishment of goals and objectives, and establishing an environment that is conducive and supportive of learning.
Kent County Human Resources	Provides countywide learning opportunities through the LEAP and LEAD programs, as well as seminars on special topics. Responsible for notifying the Health Department about training opportunities sponsored by Kent County.
Kent County Health Workforce Development Committee	Responsible for maintaining the workforce development plan per Public Health Accreditation Board and Project Public Health Ready guidance. The WDC will guide annual updates and revisions, help coordinate the annual workforce needs assessment, and ensure that training opportunities fulfill key training priorities that result from the needs assessment.
Division Directors	Responsible to the Administrative Health Officer for all employees within their respective Division. Supports, coaches, and mentors supervisors and employees to assure that appropriate training resources and support structures are available within the Division.
Supervisors	Responsible to his or her Division Director and employees to ensure that individual and agency-based training initiatives are implemented. Works with employees to develop individualized learning plans and supports implementation of the plan (time away from work, coaching, opportunities for application, tuition reimbursement, etc). Track staff participation in training opportunities.
Office Administrators	Responsible for tracking staff training for their respective Division, utilizing a centrally accessible database. All Divisions should track the same information in a uniform manner so the Department can easily evaluate the success of the workforce development plan and staff compliance with workforce development requirements.
All Employees	Ultimately responsible for their own learning and development. Work with supervisors to identify and engage in training and development opportunities that meet individual as well as agency-based needs.

Who	Roles and Responsibilities
	Identify opportunities to apply new learning on the job. Track training participation.

Training Goals and Objectives

Below is a list of the Health Department’s workforce development goals and objectives. A work plan depicting implementation of strategies to achieve the listed goals and objectives can be found in Appendix M.

Goal 1: Regularly evaluate competency-based staff training and development needs.

- 1.1 Complete workforce needs assessment survey by July 30 of each year.
- 1.2 Analyze, interpret, and report assessment findings to all staff by August 1 of each year.
- 1.3 Prioritize training needs/topics for following fiscal year by September 30 of each year.

Goal 2: Develop training curricula that adequately addresses priority training needs.

- 2.1 Ensure each of the four All-Staff meetings per fiscal year offer training on one of the four core competency areas of focus for that given year.
- 2.2 Ensure each of the four MPP meetings per fiscal year offer training on one of the four core competency areas of focus for that given year.
- 2.3 At least 75% of staff who participate in workforce development opportunities will report annually that the Health Department has adequately fulfilled their priority public health training needs.

Goal 3: Streamline training tracking within the Health Department.

- 3.1 By January 1, 2016 evaluate current training tracking systems used within the Health Department.
- 3.2 By May 1, 2017 select and/or write a computer program that allows the Health Department to merge all current training tracking databases into one centralized database.

Goal 4: Improve Health Department staff competency and capacity in key public health and emergency preparedness topics.

- 4.1 By January 30, 2015, at least 75% of staff will report increased competency in key communication knowledge and skills.
- 4.2 By January 30, 2015, at least 75% of staff will report increased competency in key cultural competency knowledge and skills.
- 4.3 By January 30, 2015, at least 75% of staff will report increased competency in key public health science knowledge and skills.
- 4.4 By January 30, 2015, at least 75% of staff will report increased competency in key leadership and systems thinking knowledge and skills.
- 4.5 By January 30, 2015, at least 75% of staff will report increased competency in key emergency preparedness knowledge and skills.
- 4.6 By January 30, 2016, at least 75% of staff will report increased competency in key analytical/assessment knowledge and skills.
- 4.7 By January 30, 2016, at least 75% of staff will report increased competency in key policy development and program planning knowledge and skills.

Communication Plan

The Workforce Development Plan will be stored on the Kent County Health Department’s intranet and will be made accessible to all Department staff through the S: shared network drive in a folder called “Workforce Development.” When the plan is approved for implementation by senior management, an email notifying staff will be sent. Once approved, all new staff will be alerted to the contents of the Workforce Development Plan during Department orientation and it will be listed as a key resource in the Health Department new staff orientation process.

Competency-Based Training Schedule, 2013-2016

Introduction

This section describes the training schedule for the Kent County Health Department for the years 2013 to 2016. In developing the Workforce Development Plan, the Health Department Senior Leadership Team, with guidance from an external consultant and the Health Department Accreditation Coordinator chose to prioritize the eight domains of core competencies as outlined in the Core Competencies for Public Health Professionals into a three-year schedule. This was done to make additional training less burdensome for staff who are already required to complete significant amounts of continuing education for licensure, as well as for those individuals who work in very heavily training-focused programs within the department. As a result, this plan presents a three-year training schedule that ensures at least one learning opportunity around four of the eight Core Competency Domains per year.

Core Competencies for Public Health Professionals			
Core Competency	Year 1 (2013-2014)	Year 2 (2014-2015)	Year 3 (2015-2016)
Analytical & Assessment		X	
Policy Development & Program Planning		X	
Communication	X		
Cultural Competency	X	X	X
Community Dimensions of Practice			X
Public Health Sciences	X	X	X
Financial Planning & Management			X
Leadership & Systems Thinking	X		

Bioterrorism and Emergency Readiness Competencies for all Public Health Workers			
Core Competency	Year 1 (2013-2014)	Year 2 (2014-2015)	Year 3 (2015-2016)
Describe the public health role in emergency response	X	X	X
Describe the chain of command in emergency response	X	X	X
Identify and locate the agency emergency response plan	X	X	X

Bioterrorism and Emergency Readiness Competencies for all Public Health Workers			
Core Competency	Year 1 (2013-2014)	Year 2 (2014-2015)	Year 3 (2015-2016)
Describe functional role in emergency response and demonstrate that role in regular drills	X	X	X
Demonstrate correct use of all communication equipment used for emergency communication	X	X	X
Describe communication role(s) in emergency response	X	X	X
Identify limits to own knowledge/skills/authority and identify key system resources for referring matters that exceed these limits	X	X	X
Recognize unusual events that might indicate an emergency and describe appropriate action	X	X	X
Apply creative problem solving and flexible thinking to unusual challenges within his/her functional responsibilities and evaluate effectiveness of all actions taken.	X	X	X

As training opportunities are identified and fit within the scope of plan, they may be added to this schedule. At the end of each calendar year, this plan will be reviewed and the schedules will be updated accordingly.

Competency-Based Training Schedule for Fiscal Year 2013-2014

ALL-STAFF MEETING TOPICS, 2013-2014					
Topic	Learning Objectives	Target Audience	Training Provider	Competencies Addressed	Schedule
Public Health Sciences – Three Health Department Programs	Overview of the Health Department’s 2013 Flood Response, the Kent County Immunization Program, and the Nurse Family Partnership Program	All Staff	Kent County Health Department – Dr. Karla Black, Mary Wisinski, and Melissa Nestle	Public Health Science	May 30, 2013
Diversity and Cultural Competency	West Michigan has yet to fully explore, appreciate, and capitalize on its rich blend of culture, ethnicity, and experience. To make the most of current and future opportunities, the West Michigan community must work to become more culturally sensitive and aware – capable of respecting the needs, cultural beliefs, and values of others – to reap the benefits of the richness of who we are.	All Staff	Grand Valley State University – Dr. Regina McClinton	Cultural Competency	October 31, 2013,
Strategic National Stockpile	Learn about the Strategic National Stockpile, the request process, node and POD operations, and communication methods	All Staff	Kent County Health Department – Dr. Karla Black	EP 1, 2, 5, 6, 8	October 31, 2013,
Our Health Department, Our Community	Incorporate ethical standards of practice as the basis of all interactions with organizations, communities, and individuals.	All Staff	Kent County Health Department – Adam London	Leadership and Systems Thinking	January 30, 2014
Our Health Department, Our Plan	Learn how to access the emergency operations plan and its structure	All Staff	Kent County Health Department – Dr. Karla Black	EP 3, 7	January 30, 2014

Health Literacy	What is it? Why is it important? Who do we serve in Kent County and do they understand what it is and why it is important? According to Healthy People 2020, health literacy is “the ability to obtain, process, and understand basic health information and services needed to make appropriate decisions.”	All Staff	Grand Valley State University – Dr. Ranelle Brew	Communication	May 29, 2014
Natural Disasters and Public Health Emergency Response	Public health emergency response is not always about bioterrorism and pandemic influenza. Learn about what roles public health can play in natural disasters including dam failures, earthquakes and wildfires.	All Staff	Kent County Health Department – Dr. Karla Black	EP 1, 2, 6, 8	May 29, 2014
Role of KCHD in the Wellbeing of Kent County Residents	Learn about the role KCHD plays in ensuring Kent County residents are safe and healthy. What actions do we take in disease and injury prevention? How do we protect and promote the health of individuals, families, and the community at-large?	All Staff	Kent County Health Department – Dr. Wright, Carly Luttmann, Joe Dainelis	Public Health Sciences	July 31, 2014
Nuclear Power Plants	Learn about the role KCHD plays in ensuring Kent County residents are safe and healthy during a nuclear power plant disaster and how we can help our neighboring counties.	All Staff	Kent County Health Department – Dr. Karla Black	EP 1, 2,6,8	July 31, 2014

MANAGEMENT PAY PLAN MEETING TOPICS, 2013-2014					
Topic	Learning Objectives	Target Audience	Training Provider	Competencies Addressed	Schedule
Core Functions of Public Health and How they Related to the 10 Essential Services	Understand the 10 Essential Public Health Services; Learn how public health skills relate to assessment, policy development, and assurance	MPP Staff	Kent County Health Department – Barb Hawkins Palmer, Paige Birkelbach,	Public Health Sciences	June 23, 2014

			Chelsey Chmelar		
The "Science" of Public Health	Learn how to retrieve scientific evidence from a variety of sources; Learn how to describe scientific evidence related to a public health issue.	MPP Staff	TBD	Public Health Sciences	TBD
Systems Thinking: A Primer	Systems thinking is a way of looking at organizations that emphasizes the interconnections between parts of an organization and external environments. Systems thinking is particularly appropriate in the field of public health because public health leaders work in large, complex organizations whose success depends upon the cooperation of other organizations and institutions.	MPP Staff	TBD	Leadership and Systems Thinking	TBD

Competency-Based Training Schedule for Fiscal Year 2014-2015

ALL-STAFF MEETING TOPICS, 2014-2015					
Topic	Learning Objectives	Target Audience	Training Provider	Competencies Addressed	Schedule
Public Health Advocacy versus Lobbying: Where do we draw the line?	<ol style="list-style-type: none"> 1. Describe the differences between advocacy and lobbying. 2. Define what types of activities and affiliations are allowable for local government employees when it comes to advocacy and lobbying. 3. Understand how advocacy by KCHD staff and leadership has influenced state and local policy decisions and law-making in recent years. 	All Staff	MALPH – Meghan Swain; Kent County Corporate Counsel – Tom Dempsey; Lobbyist – Becky Beckler Kent County Health Department –	Policy Development and Program Planning	October 29, 2014

			Barb Hawkins Palmer		
ICS/NIMS Refresher	1. 2. 3.	All Staff	Kent County Health Department – Dr. Karla Black	EP 1, 2, 3, 7, 8	October 29, 2014
Food Safety in the Home & Health Equity and Social Justice Update	1. 2. 3.	All Staff	Kent County Health Department – Shane Green, Karyn Pelon, & Teresa Branson	Public Health Sciences	January 29, 2015
Strategic National Stockpile Refresher	1. Define the Strategic National Stockpile and the process for requesting SNS. 2. Describe the node and POD operations. 3. Convey communication methods used for and within SNS.	All Staff	Kent County Health Department – Dr. Karla Black	EP 1, 2, 5, 6, 8	January 29, 2015
2014 Kent County Community Health Needs Assessment	1. 2. 3.	All Staff	Kent County Health Department – L. Paige Birkelbach	Analytical and Assessment	April 30, 2015
Personal Readiness – Emergency Preparedness for the Home	1. 2. 3.	All Staff	Kent County Health Department – Patricia Draper	EP	April 30, 2015
Working with Refugees in Kent County	1. 2. 3.	All Staff	Bethany Christian Services of Michigan – Kristine Van Noord	Cultural Competency	June 18, 2015

Mass Fatality Events and Response	1. 2. 3.	All Staff	Kent County Health Department – Dr. Karla Black	EP	June 18, 2015
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MANAGEMENT PAY PLAN MEETING TOPICS, 2014-2015					
Topic	Learning Objectives	Target Audience	Training Provider	Competencies Addressed	Schedule
Predictive Index – Understanding Yourself and Your Colleagues	1. Introduce participants to the four primary factors of the Predictive Index and how these factors drive behaviors. 2. Facilitate participant self-awareness and assist with discovery of simple ways to communicate more effectively. 3. Participants will also learn to appreciate the communication preferences of different people, build strategies to adapt their behaviors for more effective communication, and gain and empathic understanding for why individuals act the way they do.	MPP Staff	Kent County HR Human Resources – Mary Beth Beighley and Amy Rollston	Practical Skills for Managers	November 4, 2014
Labor Relations: Contract Negotiations, Stewards, and Grievance Procedures	1. 2. 3.	MPP Staff	Kent County Human Resources – Bob Chavanec	Practical Skills for Managers	March 19, 2015
Kent County Health Department’s EOP and EP Exercise	1. 2. 3.	MPP Staff	Kent County Health Department – Dr. Karla Black	Policy and Program Planning; EP 1, 2, 3, 4, 7, 8, 9	June 5, 2015

Competency-Based Training Schedule for Fiscal Year 2015-2016

ALL-STAFF MEETING TOPICS					
Topic	Learning Objectives	Target Audience	Training Provider	Competencies Addressed	Schedule
Local, State, and Federal Public Health Systems	<ol style="list-style-type: none"> 1. Define the roles and responsibilities of public health agencies at the local, state, and federal level when it comes to funding and public health program implementation. 2. Describe the various requirements for time-tracking and reporting, depending on the funding stream. 3. Discuss case studies from four different KCHD programs that utilize different funding streams and reporting systems. 	All Staff	KCHD – T. Branson, G. Brink	Financial Planning and Management	July 21, 2016
Mental Health Issues and their Impact on Public Health Service Delivery	<ol style="list-style-type: none"> 1. Generally define mental health issues, with specific focus on dementia/Alzheimer’s Disease and Autism Spectrum Disorders. 2. Identify signs of mental health issues among service recipients and learn some tactics for appropriately responding to these situations. 3. Share key resources and referrals that staff can utilize in connecting service recipients and customers to appropriate support services. 	All Staff	BRAINS	Cultural Competency	March 31, 2016
Substance Use in Kent County: Data, Community Collaboration, and KCHD Programs Addressing this Issue through	<ol style="list-style-type: none"> 1. Describe the substance use problem in Kent County using data. 2. Share an update on current community 3. Discuss three current KCHD programs and initiatives that address substance use disorder through prevention and education. 	All Staff	KCHD – P. Birkelbach, B. Hartl, N. Bataway, S. Schmidt, T. Fahner, A. Toffoli	Public Health Science	October 29, 2015

Prevention and Education					
Hoarding – A Community Problem that Requires a Community Response	<ol style="list-style-type: none"> 1. Define “hoarding” and the burden this issue causes in the Kent County community 2. Describe the collaborative response required to mediate a hoarding situation. 3. Discuss case studies of hoarding situations that have occurred in Kent County within the past several years and the partners involved in response. 	All Staff	KCHD – S. Simmonds, J. Dainelis, C. Luttmann, B. Earl	Community Dimensions of Practice	January 21, 2016
Strategic National Stockpile Refresher	<ol style="list-style-type: none"> 1. Define the Strategic National Stockpile and the process for requesting SNS. 2. Describe the node and POD operations. 3. Convey communication methods used for and within SNS. 	All Staff	KCHD – Dr. K. Black, PhD	EP 1, 2, 5, 6, 8	October 29, 2015
Your Role in Emergency Response: Lessons Learned from the 2014 <i>Northern Exposure</i> Exercise	<ol style="list-style-type: none"> 1. Describe the 2014 Northern Exposure Exercise and lessons learned from the findings of that exercise. 2. Explain how and why staff emergency response expectations were created. 3. Convey the expectations to all staff regarding their role in a response to public health emergencies. 	All Staff	KCHD – Dr. K. Black, PhD	EP	July 21, 2016
Situational Awareness: The Active Shooter	<ol style="list-style-type: none"> 1. Define what is meant by “active shooter”. 2. Raise general awareness of this type of emergency response and describe what staff should do/ how to respond. 3. Discuss key components of KCHD’s Active Shooter Response plan. 	All Staff	KCHD – Dr. K. Black, PhD	EP	January 21, 2016
White Powder Incidents	<ol style="list-style-type: none"> 1. Define what is meant by “white powder” in emergency preparedness and bioterrorism. 	All Staff	KCHD – Dr. K. Black, PhD	EP	March 31, 2016

	<ul style="list-style-type: none"> 2. Discuss the role of the Rapid Response Team and the Biohazard Detection System in white powder situations. 3. Share case studies involving white powder in Kent County. 				
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MANAGEMENT PAY PLAN MEETING TOPICS					
Topic	Learning Objectives	Target Audience	Training Provider	Competencies Addressed	Schedule
Community-Based Participatory Research 101	<ul style="list-style-type: none"> 1. Define what constitutes “research” in public health and describe community-based participatory research. 2. Offer suggestions and recommendations for getting local public health engaged in these type of research activities. 3. Discuss the data collected by KCHD programs and services and determine ways in which it can be used to drive research and contributions to the evidence-base. 4. Describe the IRB process required for conducting research with KCHD programs and services. 	MPP Staff	Grand Valley State University – Dr. L. Jaskiewicz	Community Dimensions of Practice	September 18, 2016
Suicide Awareness and Available Resources	<ul style="list-style-type: none"> 1. Discuss who is “at-risk” for self-harm or inflicting harm on others. 2. Identify signs and symptoms of persons at-risk of self-harm or inflicting harm on others and understand the expected/proposed response to these individuals and situations. 3. Learn about county-sanctioned and other local resources and referrals for persons at-risk for self-harm or inflicting harm on others. 	MPP Staff	Encompass – J. Zielinski Kent County HR – MB Beighley, D. Quinn HK Suicide Prevention Coalition – B.	Practical Skills for Managers	April 28, 2016

			Hawkins Palmer		
Being a Coach – Managing for Improved Performance	<ol style="list-style-type: none"> 1. Define what it means to “coach” versus “boss” employees. 2. Identify strategies for improving employee performance and efficiency through empowerment and positive reinforcements. 3. Discuss methods for handling tough/challenging employees and keeping composure as a manager in these situations. 	MPP Staff	Kent County Human Resources: MB Beighley, M. Woolford	Practical Skills for Managers	January 11, 2016

Evaluation and Tracking

Introduction

Evaluation of training will provide the Kent County Health Department with useful feedback regarding its efforts, including content, delivery, vendor preferences, and training effectiveness. Accurate evaluation tracking is necessary, particularly for professional continuing education documentation and quality improvement purposes. This section describes how evaluation and tracking of training will be conducted.

Evaluation

Training Content

All training offered by the Health Department will be evaluated using simple pre-and-post tests on main content and a course evaluation survey. This type of two-pronged approach to training evaluation will assist the Department in determining the success of educational offerings in meeting both learning objectives and staff expectations.

Training opportunities offered and/or sponsored by entities other than the Health Department that are attended by Health Department staff will be more difficult to evaluate for content. While we may be unable to assess content or learning as it pertains to the training, we can assess staff satisfaction with the learning opportunity. This can help the Department determine if additional staff should attend said training opportunities, should they be offered in the future.

Workforce Development Plan

In light of the Health Department's commitment to continuous quality improvement, the Department will regularly collect data from staff to ensure staff satisfaction with training offerings. Data will also be collected to determine whether the Department's workforce development strategy is meeting the training needs identified by staff, to identify areas for process improvement, and other critical feedback as needed.

Individual Staff Participation

Employees are responsible for ensuring they have "evidence" or "documentation" that confirms their participation in a given training or learning opportunity. It will be important that staff take responsibility for ensuring they have appropriate documentation of training participation as staff will be required to meet a minimum number of contact hours per competency domain per year. This achievement will be reflected in the score, or rating, awarded to staff by their direct supervisor on their annual performance review.

Tracking

Currently, each Division within the Health Department tracks staff training in databases managed by Office Administrators or other staff within the respective Division. County Administration tracks staff completion of LEAP and LEAD trainings. Training reports for these programs can be requested through Kent County Human Resources.

The strategy for training tracking at the Health Department will continue as is until the Department is able to do an assessment of these databases, determine which components and/or systems work best, and then can develop or purchase a centralized tracking database that meets the needs of all Divisions. Establishing such a system is one of the four major goals of this plan.

Conclusion and Other Considerations

Other Agency Documents, Plans, and Policies

The Workforce Development Plan supports or aligns with other Health Department plans and initiatives.

- **Quality Improvement Plan:** All staff will receive necessary training as outlined in the Kent County Health Department Quality Improvement Plan. The Quality Improvement Plan can be located on the Health Department Intranet.
- **Cultural Competency Policy:** The Health Department has completed a cultural competency assessment and then developed a cultural competency policy in early 2013. Nine policy statements resulted from this process. Two of these statements specifically referred to training and therefore directly relate to this plan:
 - *"Kent County Health Department will encourage Administration to build into the budget funding for training opportunities and interpretation and translation services, such as Language Line."*
 - *"Kent County Health Department will identify all current professional development opportunities. It will also provide an ongoing list of professional development opportunities, which will be made available to all staff. Division Directors are encouraged to make arrangements for staff to meet their required cultural competency professional development hours without penalty to personal time."*
- **Organizational Strategic Plan:** As a staff-identified goal of the 2013-2018 Kent County Health Department Strategic Plan ("Strengthen workforce competence and capacity."), workforce development is an important component of the organization's plan for success over the next several years. As such, if the Health Department wants to demonstrate progress toward achievement of this goal and subsequent objectives, it is imperative that workforce development initiatives, such as those contained within this plan, are supported fiscally by Health Department leadership. The Strategic Plan can be located on the Health Department Intranet.

Review of the Plan

The Workforce Development Plan will be officially reviewed and revised on a yearly basis. The Health Department Workforce Development Committee will be responsible for maintaining the plan, with assistance from the Accreditation Coordinator and the authorization of the Administrative Health Officer.

Authorship

Many staff participated in the development of this plan through their involvement with the Workforce Advisory Committee. As previously noted, a list of Workforce Advisory Committee members can be located in Appendix F.

Lead contributors in the creation of the Department's workforce development plan were the individuals listed in the table below. The plan was finalized and adopted on October 31, 2013.

Printed Name & Title	Signature	Date
Adam London, RS, MPA Administrative Health Officer, Kent County Health Department		10/31/2013
Chelsey Chmelar, MPH Quality and Performance Coordinator, Accreditation Coordinator		11/5/2013
Barbara Hawkins Palmer, MPA Executive Director, Healthy Kent 2020		11/5/2013
Karla Black, PhD Emergency Preparedness Coordinator		11/5/2013
Connie Bellows Consultant, Conversation Matters LLC		11/4/2013

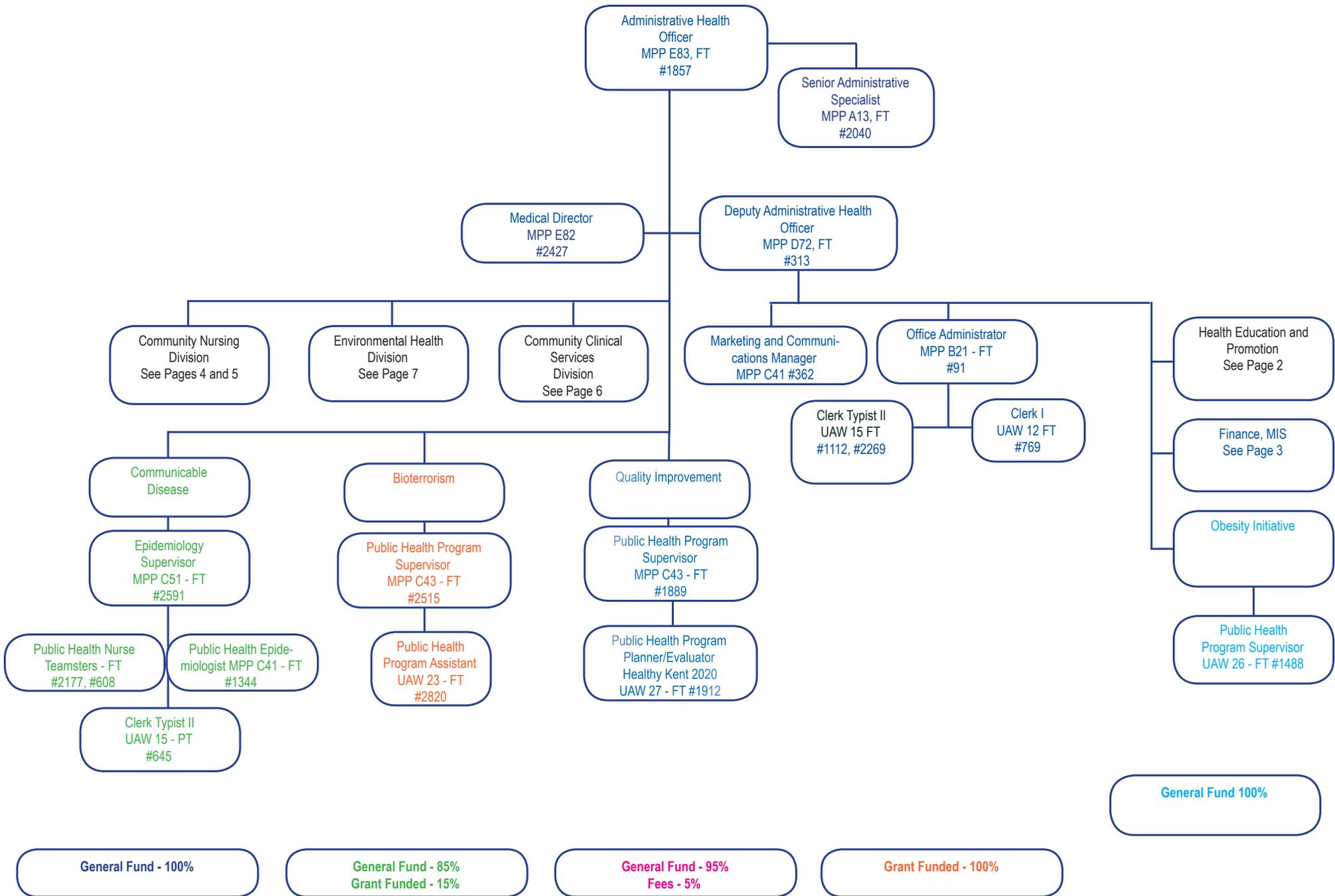
Additional acknowledgement should be given to the following staff for their participation in the development of the standardized "New Employee Orientation" process that resulted from this planning process:

- Cheryl Clements, Senior Administrative Specialist - Administration
- Julie Taylor, Office Administrator – Administration
- Brandy DeMan, Office Administrator, Community Clinical Services
- Anna Agosa, Office Administrator – Community Nursing
- Alisha Barber, Office Administrator – Environmental Health
- Krista Ressler, Client Services Supervisor – Kent County Animal Shelter

Appendices

Appendix	Description of Content
Appendix A	KCHD Organizational Chart
Appendix B	Section 9 of the Kent County HR Policy & Procedures Manual
Appendix C	Health Department Cultural Sensitivity Policy
Appendix D	Health Department LEAP/LEAD Requirements
Appendix E	Workforce Needs Assessment Survey Tool
Appendix F	Workforce Advisory Council Roster
Appendix G	Description of Workforce Needs Assessment Process
Appendix H	2014-15 Workforce Needs Assessment Survey Tool
Appendix I	2014 Workforce Development Needs Assessment Findings
Appendix J	2015-16 Workforce Needs Assessment Survey Tool
Appendix K	2015 Workforce Development Needs Assessment Findings
Appendix L	Just-in-Time Training
Appendix M	Workforce Development Work Plan

Kent County Health Department



General Fund - 100%

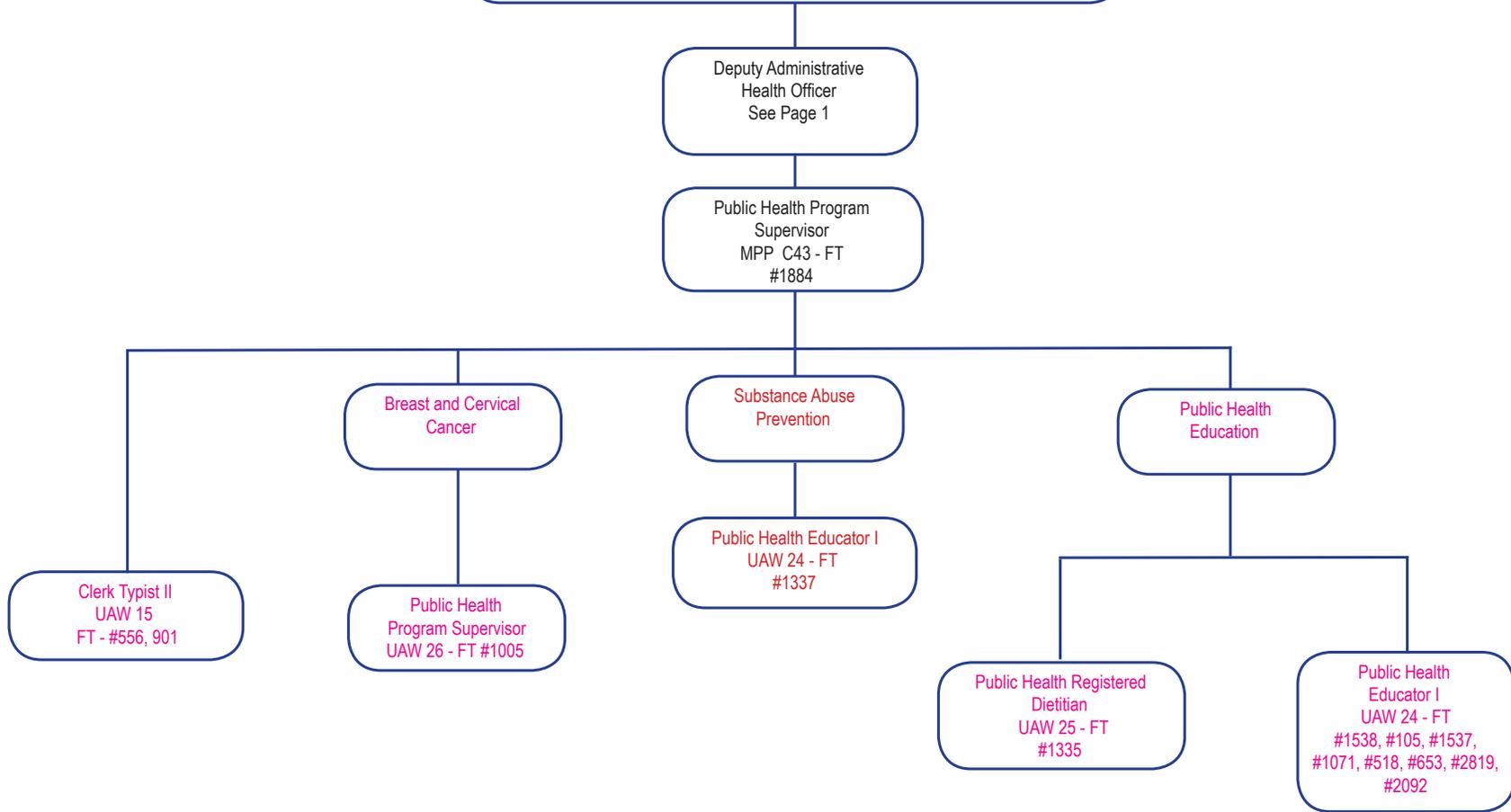
General Fund - 85%
Grant Funded - 15%

General Fund - 95%
Fees - 5%

Grant Funded - 100%

General Fund 100%

Health Education and Promotion



General Fund - 60%
Grant Funded - 35%
Fees - 5%

General Fund 40%
Grant Funded 60%

Finance, MIS

Deputy Administrative
Health Officer
See Page 1

Division Director/
HIPAA Officer
MPP D63 - FT
#1559

Financial Supervisor
MPP C43 - FT
#289

Grant Administrator
UAW 25 - FT
#1866

Database Administrator
MPP C43 - FT
#1520, #2592

Senior Financial
Analyst MPP B24 - FT
#2220

Account Clerk II
UAW 19 - FT
#1874

Account Clerk I
UAW 17 - FT
#1919

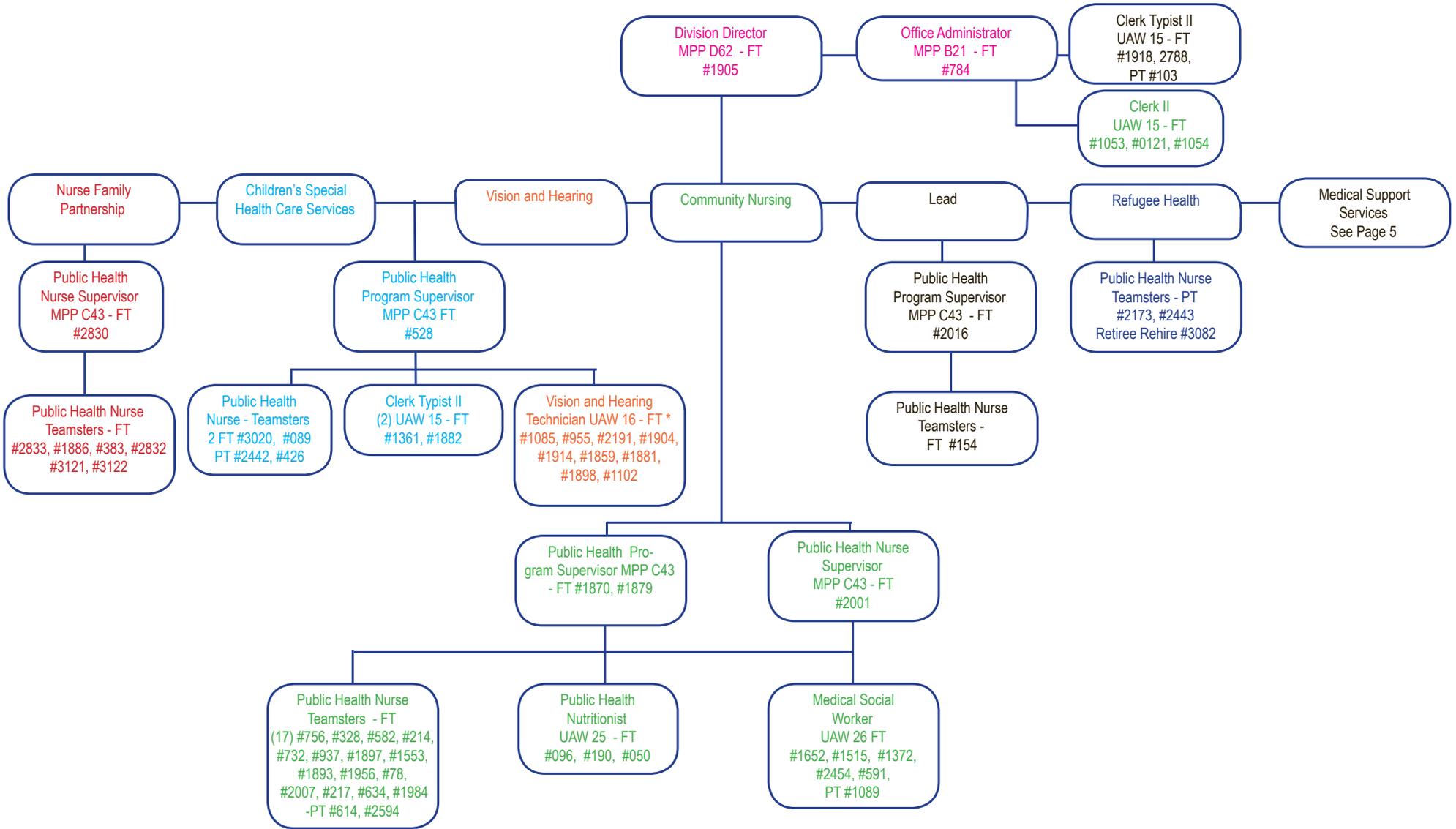
Stores Clerk II
UAW 15 - FT
#1164

Network Analyst
MPP C41 - FT
#1273

Systems Analyst
MPP C41 - FT
#2202

General Fund 100%

Community Nursing



General Fund - 10%
Grant Funded - 90%

General Fund - 35%
Grant Funded - 50%
Medicaid - 15%
* All positions run concurrent with school year

General Fund - 25%
Grant Funded - 75%

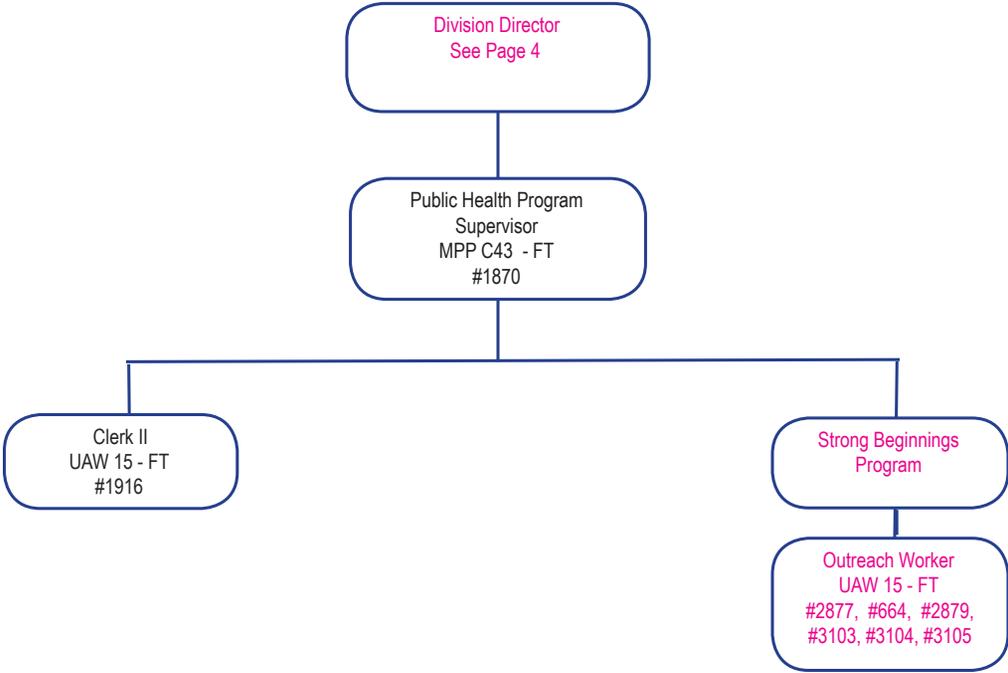
General Fund - 25%
Grant Funded - 60%
Medicaid - 15%

General Fund - 20%*
Medicaid - 70%
Grant Funded - 10%
*Some general fund admin is paid by grant dollars

General Fund - 100%

Grant Funded - 100%

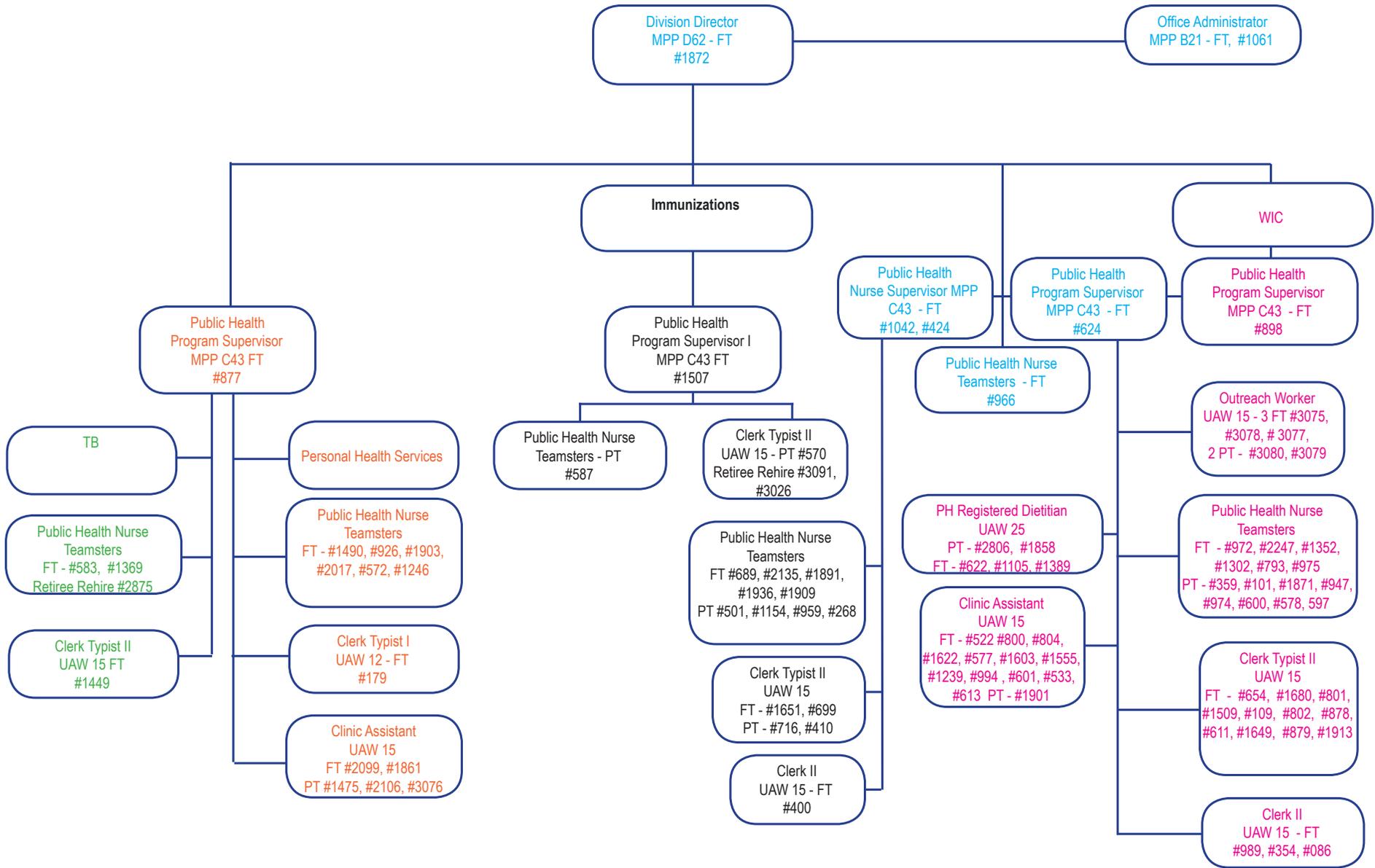
Medical Support Services



General Fund - 35%
Grant Funded - 65%

General Fund 5%
Grant 95%

Community Clinical Services



General Fund - 33%
Grant Funded - 67%

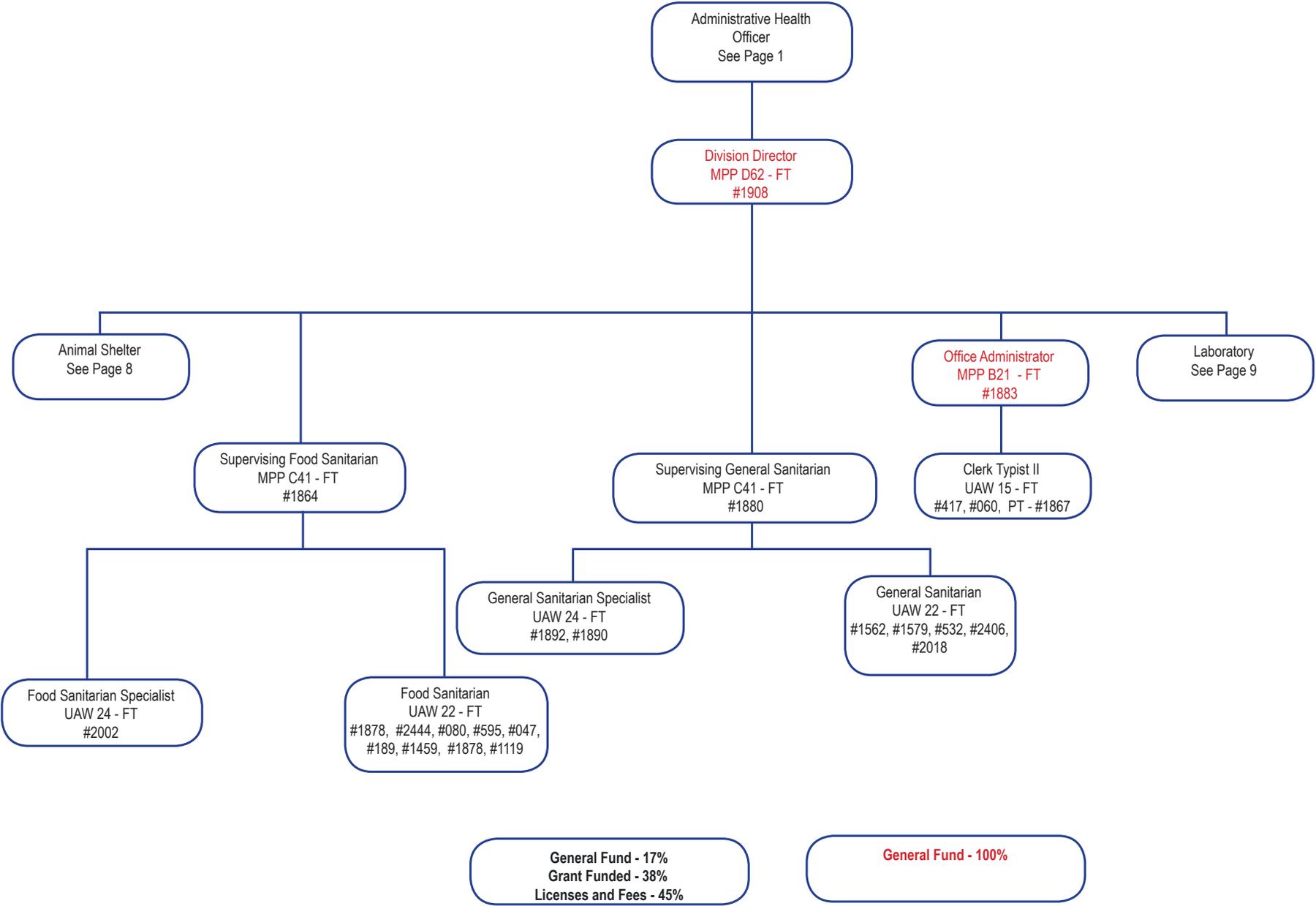
General Fund - 35%
Grant Funded - 60%
Medicaid - 5%

Grant Funded - 40%
Fees - 30%
Medicaid - 30%

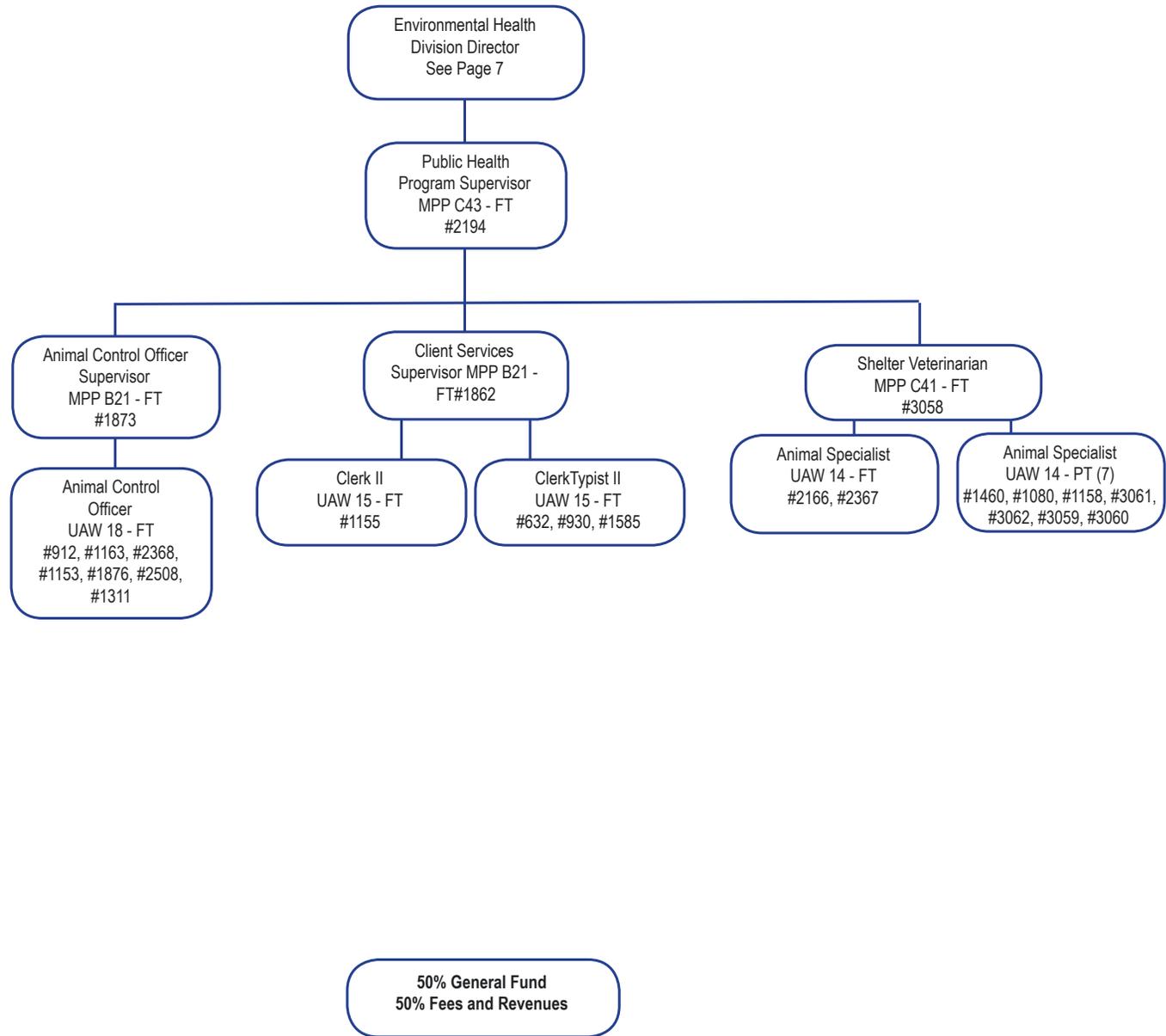
General Fund - 100%

General Fund 20%
Grant Funded 75%
Medicaid 5% (Lead testing)

Environmental Health



Animal Shelter



Laboratory

Environmental Health
Division Director
See Page 7

Laboratory Manager
MPP C43 - FT
#245

Clerk Typist II
UAW 15 - PT
#338

Senior Medical Technologist
UAW 26 - FT
#1906, #1907, #020

40% Grant Funded
60% Fees

Appendix B: Section 9 of the Kent County HR Policy & Procedure Manual

Section 9: Training and Development

Kent County provides opportunities to its employees for personal and professional development, so that each individual may realize his/her potential and become a greater contributor to the welfare of Kent County. Employees are encouraged to participate in training and development opportunities to increase their knowledge and improve the skills necessary for accelerated performance and career advancement. The County provides a variety of in-house training programs and seminars administered by the Human Resources Department. Additionally, individual departments administer training budgets which provide access to highly specialized seminars and training programs for their employees.

Kent County supports higher education through a tuition reimbursement program. Tuition reimbursement is available, with prior approval from the employee's department director or designee and the Human Resources Department, for external courses at accredited institutions which are directly related to the employee's job performance. Studies must relate to the employee's position or lead to career advancement within the County. If an employee voluntarily terminates employment with the County within twenty-four (24) months of receiving tuition reimbursement, a refund of the tuition reimbursement shall be made to the County in accordance with the tuition reimbursement program requirements. The amount to be refunded to the County will be deducted from the employee's final paycheck.

Excerpt from Kent County Human Resources Policies and Procedures Manual, 2010, p. 19.

http://kcintranet.kc.gov/forms/pdf/HR_Policies_Manual.pdf

Appendix C: Health Department Cultural Sensitivity Policy

The Kent County Health Department (KCHD) is subject to the provisions of the Americans with Disabilities Act (ADA). This provides equal opportunity in employment, public accommodations and transportation for individuals with disabilities. The Health Department does not discriminate on the basis of disability and is actively committed to workforce diversity and providing a work environment which promotes professional and personal development of all employees. The Health Department recognizes that knowledge of and sensitivity toward cultural diversity is integral to effective health care delivery.

The Health Department uses at a minimum, four strategies to promote cultural sensitivity:

Staff recruitment: KCHD is an Equal Opportunity Employer, and will not tolerate discrimination against an applicant or employee because of race, color, religion, ethnicity, natural origin, gender and veteran's status, disability, or any other protected class status. On every Health Department job posting, the phrase, "Kent County...Where Diversity and Inclusion Matter" will be added.

Staff training: KCHD will support staff attendance at seminars and conferences that promote client-centered care and/or information related to cultural sensitivity. Each employee will be required to attend the County Training on cultural sensitivity as well as other training as deemed necessary by their supervisor. New employees should contact their supervisor to review the required training schedule.

Translation services: KCHD will provide or contract with language translation services, including sign language, at a level that ensures sufficient capacity to meet client need.

Community involvement: KCHD is committed to collaborating with community organizations as a means for service enhancement and to provide neighborhood-based outreach services to targeted audiences.

Regardless of background, experience, or position, all employees are expected to support a client centered approach to care.

Excerpt from Kent County Health Department Policies and Procedures Manual, 2012
<http://172.22.32.78/Documents/Policies%20and%20Procedures/2012/index.htm>

Appendix D: Health Department LEAP/LEAD Requirements

All new employees will be required to attend the following Learning Ensures Achievement Program (LEAP) trainings within the first 12 months of being hired:

Required by All Staff

1. Customer Service
2. Effective Conflict Resolution

Additional Requirements for Teamsters & UAW Staff

1. Discrimination & Sexual Harassment Prevention: Creating Employee Awareness
2. Diversity: Valuing Differences & Providing Inclusive Services

Additional Requirements for MPP Staff

1. Diversity: Maximizing Productivity through Inclusion
2. Sexual Harassment Prevention for Supervisors - Online tutorial
3. Ethics in the Workplace
4. Policies and Procedures: Overview
5. The MPP Annual Review Process: Applying the Performance Management Cycle Online tutorial

All MPP Staff are encouraged to complete the Leadership Enrichment and Development (LEAD) program.

Staff must obtain supervisor approval prior to contacting Human Resources to register for a class. You need to pre-register for the classes by calling 632-7440.

Excerpt from Kent County Health Department Policies and Procedures Manual, 2012
<http://172.22.32.78/Documents/Policies%20and%20Procedures/2012/index.htm>

2013 KCHD Workforce Needs Assessment

Introduction to Workforce Training Needs Assessment

Thank you for taking the time to complete this Workforce Training Needs Assessment. There are three sections in this survey. The first set of questions are based on four dimensions of the Council on Linkages Core Competencies for Public Health Professionals. The second set of questions have been added to determine training needs related specifically to emergency preparedness. Lastly, there are a few questions that ask about barriers to receiving training, motivators for completing training, as well as preferences related to training format.

Information you provide through this assessment will be used to identify training and development needs of all staff and will inform the development of a comprehensive Workforce Development Plan for the Health Department.

This survey will take approximately 25-30 minutes to complete and is entirely confidential. No personal identifiers will be collected in conjunction with the data you enter and results will be reported in aggregate.

This browser window is not timed, which allows you to take as long as you need to complete the assessment. However, if you close your browser window before submitting the data, all information you may have entered to that point will be lost.

If you have questions about this survey or encounter technical difficulties while attempting to complete, please contact:

Chelsey Chmelar
Quality and Performance Manager
x7268

Thank you again for your participation!

2013 KCHD Workforce Needs Assessment

Demographics

Please respond to the following demographic questions. To ensure confidentiality, the data collected on this page will be used to stratify results at the Department level only.

1. Please select your Division:

- Administration
- Community Clinical Services
- Community Nursing
- Environmental Health

2. Select your primary professional role within KCHD

- Administrative Support / Clerical Staff
- Senior Manager (Health Officer, Deputy Health Officer, Division Director)
- Middle Manager (Public Health Program Supervisor, Public Health Nurse Supervisor)
- Allied Health Professional (Social Worker, Registered Dietitian, Veterinarian, etc)
- Epidemiologist/ Data Analyst
- Environmental Health Specialist (Sanitarian)
- Health Educator
- Laboratory Professional
- Public Health Nurse
- Public Health Service Provider (Peer Counselor, Clinical Assistants, Clinic Clerks, etc)
- Community Health Worker
- Community Outreach Worker
- Animal Control Staff (Animal Control Officer, Animal Care Specialist, etc)
- Finance
- Information Technology
- Other (please specify)

2013 KCHD Workforce Needs Assessment

3. Please select your current education level (highest attained):

- High School
- Some College
- Associate Degree
- Bachelors Degree
- Masters Degree
- PhD/MD/DVM (or other professional degree beyond Masters level)

Other (please specify)

2013 KCHD Workforce Needs Assessment

Demographics (cont'd)

4. How many years have you worked in public health?

- 0-5 years
- 6-10 years
- 11-15 years
- 16-20 years
- 21 years or more

5. How many years have you worked at KCHD?

- 0-5 years
- 6-10 years
- 11-15 years
- 16-20 years
- 21 years or more

6. How many years have you worked in your current position at KCHD?

- 0-5 years
- 6-10 years
- 11-15 years
- 16-20 years
- 21 years or more

2013 KCHD Workforce Needs Assessment

Instructions for the Assessment

The following questions are presented in a series. For each competency, you will be asked to rate the degree to which it is important to your primary work duties, your ability to perform the function, and your interest in training on that topic.

2013 KCHD Workforce Needs Assessment

Selecting Your Tier...

Carefully read the following and select the Tier that best describes your current position.

***7. Select the Tier that best describes your day-to-day role:**

- Tier 1: Carries out day-to-day tasks of the public health organization and is not in a management position. Responsibilities may include basic data collection, fieldwork, program planning, outreach activities, clinical services, home visiting services, and other organizational tasks.
- Tier 2: Carries out program management and/or supervisory responsibilities. Other responsibilities may include program development, implementation, and evaluation, establishing and maintaining community relations, and managing timelines and workplans.
- Tier 3: A senior manager (Division Director) or leader of the public health organization (Health Officer), generally responsible for the major programs or functions of the organization, setting strategy and vision for the organization, and/or building the organization's culture.

2013 KCHD Workforce Needs Assessment

Filter: Communication Skills: Tier 1

Definition: These skills deal with your ability to exchange meaning with others.

***8. Do you feel your job duties/activities require communication skills?**

- Yes
- No

2013 KCHD Workforce Needs Assessment

Communication Skills: Tier 1

9. Identifying the health literacy of populations served

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

10. Communicating in written and oral fashion with linguistic and cultural proficiency

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

11. Soliciting community-based input from individuals and organizations

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

12. Conveying public health information using a variety of approaches

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

13. Participating in the development of demographics, statistical, programmatic, and scientific presentations

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

14. Applying communication and group dynamic strategies in interactions with individuals and groups

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

2013 KCHD Workforce Needs Assessment

15. In the space below please provide any additional comments you have regarding communication skills

2013 KCHD Workforce Needs Assessment

Filter: Cultural Competency Skills: Tier 1

Definition: These skills deal with your ability to interact effectively with people of different cultures.

*** 16. Do you feel your job duties/activities require cultural competency skills?**

- Yes
- No

2013 KCHD Workforce Needs Assessment

Cultural Competency: Tier 1

17. Incorporating strategies for interacting with persons from diverse backgrounds

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

18. Recognizing the role of cultural, social, and behavioral factors in the accessibility, availability, acceptability, and delivery of public health services

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

19. Responding to diverse needs that are the result of cultural differences

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

20. Describing the dynamic forces that contribute to cultural diversity

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

21. Describing the need for a diverse public health workforce

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

22. Participating in the assessment of the cultural competence of the public health organization

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

2013 KCHD Workforce Needs Assessment

23. In the space below please provide any additional comments you have regarding cultural competency skills

2013 KCHD Workforce Needs Assessment

Filter: Public Health Sciences: Tier 1

Definition: These skills deal with your ability to apply principles such as social and behavioral determinants of health, biostatistics, epidemiology, and environmental health.

***24. Do you feel your job duties/activities require public health sciences skills?**

- Yes
- No

2013 KCHD Workforce Needs Assessment

Public Health Sciences Skills: Tier 1

25. Describing the scientific foundation of the field of public health

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

26. Identifying prominent events in the history of the public health profession

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

27. Relating public health science skills to the Core Public Health Functions through the Ten Essential Services of Public Health

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

28. Identifying the basic public health sciences (including, but not limited to biostatistics, epidemiology, environmental health sciences, health services administration, and social and behavioral sciences) to public health policies and programs

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

29. Describing the scientific evidence related to a public health issue, concern, or intervention

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

2013 KCHD Workforce Needs Assessment

30. Retrieving scientific evidence from a variety of text and electronic sources

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

31. Discussing limitations of research findings

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

32. Describing the laws, regulations, and policies and procedures for the ethical conduct of research

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

33. Partnering with other public health professionals in building the scientific base of public health

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

34. In the space below please provide any additional comments you have regarding public health sciences skills

2013 KCHD Workforce Needs Assessment

Filter: Leadership and Systems Thinking Skills: Tier 1

Definition: These skills deal with your ability to take charge and manage relationships with others while understanding how things influence one another within a system as a whole.

***35. Do you feel your job duties/activities require leadership and systems thinking skills?**

- Yes
- No

2013 KCHD Workforce Needs Assessment

Leadership and Systems Thinking Skills: Tier 1

36. Incorporating ethical standards of practice as the basis of all interactions with organizations, communities, and individuals

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

37. Describing how public health operates within a larger system

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

38. Participating with stakeholders in identifying key public health values and a shared public health vision as guiding principles for community action

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

39. Identifying internal and external problems that may affect the delivery of Essential Public Health Services

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

40. Using individual, team, and organizational learning opportunities for personal and professional development

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

2013 KCHD Workforce Needs Assessment

41. Participating in mentoring and peer review or coaching opportunities

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

42. Participating in the evaluation of organizational performance for the purpose of continuous quality improvement

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

43. Describing the impact of changes in the public health system, and larger social, political, economic environment on organizational practices

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

44. In the space below please provide any additional comments you have regarding leadership and systems thinking skills

2013 KCHD Workforce Needs Assessment

Filter: Communication Skills: Tier 2

Definition: These skills deal with your ability to exchange meaning between others.

***45. Do you feel your job duties/activities require communications skills?**

Yes

No

2013 KCHD Workforce Needs Assessment

Communication Skills: Tier 2

46. Assessing the health literacy of populations served

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

47. Communicating in a written and oral fashion with linguistic and cultural proficiency

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

48. Soliciting input from individuals and organizations

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

49. Using a variety of approaches to disseminate public health information

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

50. Presenting demographic, statistical, programmatic, and/or scientific information for use by professional and lay audiences

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

51. Applying communication and group dynamic strategies in interactions with individuals and groups

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

2013 KCHD Workforce Needs Assessment

52. In the space below please provide any additional comments you have regarding communications skills

2013 KCHD Workforce Needs Assessment

Filter: Cultural Competency: Tier 2

Definition: These skills deal with your ability to interact effectively with people of different cultures.

*** 53. Do you feel your job duties/activities require cultural competency skills?**

- Yes
- No

2013 KCHD Workforce Needs Assessment

Cultural Competency Skills: Tier 2

54. Incorporating strategies for interacting with persons from diverse backgrounds

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

55. Considering the role of cultural, social, and behavioral factors in the accessibility, availability, acceptability and delivery of public health services

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

56. Responding to diverse needs that are the result of cultural differences

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

57. Describing the need for a diverse public health workforce

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

58. Assessing public health programs for their cultural competence

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

59. In the space below please provide any additional comments you have regarding cultural competency skills

2013 KCHD Workforce Needs Assessment

Filter: Public Health Sciences Skills: Tier 2

Definition: These skills deal with your ability to apply principles such as social and behavioral determinants of health, biostatistics, epidemiology, and environmental health

***60. Do you feel your job duties/activities require public health sciences skills?**

- Yes
- No

2013 KCHD Workforce Needs Assessment

Public Health Sciences Skills: Tier 2

61. Discussing the scientific foundation of the field of public health

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

62. Distinguishing prominent events in the history of the public health profession

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

63. Relating public health science skills to the Core Public Health Functions through the Ten Essential Services of Public Health

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

64. Applying the basic public health sciences (including but not limited to biostatistics, epidemiology, environmental health sciences, health services administration, and social and behavioral health sciences) to public health policies and programs

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

65. Conducting a comprehensive review of the scientific evidence related to a public health issue, concern, or intervention

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

2013 KCHD Workforce Needs Assessment

66. Retrieving scientific evidence from a variety of text and electronic sources

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

67. Determining the limitations of research findings

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

68. Determining the laws, regulations, policies, and procedures for the ethical conduct of research

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

69. Contributing to building the scientific base of public health

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

70. In the space below please provide any additional comments you have regarding public health science skills

2013 KCHD Workforce Needs Assessment

Filter: Leadership and Systems Thinking Skills: Tier 2

Definition: These skills deal with your ability to take charge and manage your relationships with others while understanding how things influence one another within a system as a whole.

***71. Do you feel your job duties/activities require leadership and systems thinking skills?**

- Yes
- No

2013 KCHD Workforce Needs Assessment

Leadership and Systems Thinking Skills: Tier 2

72. Incorporating ethical standards of practice as the basis of all interactions with organizations, communities, and individuals

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

73. Incorporating systems thinking into public health practice

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

74. Participating with stakeholders in identifying key values and a shared vision as guiding principles for community action

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

75. Analyzing internal and external problems that may effect the delivery of Essential Public Health Services

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

76. Promoting individual, team, and organizational learning opportunities

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

2013 KCHD Workforce Needs Assessment

77. Establishing mentoring, peer advising, coaching, or other personal development opportunities for the public health workforce

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

78. Contributing to the evaluation of organizational performance for the purpose of continuous quality improvement

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

79. Modifying organizational practices in consideration of changes in the public health system and the larger social, political, and economic environment

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

80. In the space below please provide any additional comments you have regarding leadership and systems thinking skills

2013 KCHD Workforce Needs Assessment

Filter: Communication Skills: Tier 3

Definition: These skills deal with your ability to exchange meaning between others.

*** 81. Do you feel your job duties/activities require communication skills?**

- Yes
- No

2013 KCHD Workforce Needs Assessment

Communication Skills: Tier 3

82. Ensuring that the health literacy of populations served is considered throughout all communication strategies

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

83. Communicating in written and oral fashion with linguistic and cultural proficiency

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

84. Ensuring the public health organization seeks input from other individuals and organizations

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

85. Ensuring a variety of approaches are considered and used to disseminate public health information

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

86. Interpreting demographic, statistical, programmatic, and/or scientific information for use by professional and lay audiences

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

2013 KCHD Workforce Needs Assessment

87. Applying communication and group dynamic strategies in interactions with individuals and groups

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

88. Communicating the role of public health within the overall health system

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

89. In the space below please provide any additional comments you have regarding communication skills

2013 KCHD Workforce Needs Assessment

Filter: Cultural Competency Skills: Tier 3

Definition: These skills deal with your ability to interact effectively with people of different cultures.

***90. Do you feel your job duties/activities require cultural competency skills?**

Yes

No

2013 KCHD Workforce Needs Assessment

Cultural Competency Skills: Tier 3

91. Ensuring that there are strategies for interacting with persons from diverse backgrounds

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

92. Ensuring the consideration of the role of cultural, social, and behavioral factors in the accessibility, availability, acceptability, and delivery of public health services

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

93. Responding to diverse needs that are the result of cultural differences

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

94. Assessing the dynamic forces that contribute to cultural diversity

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

95. Assessing the need for a diverse public health workforce

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

96. Assessing the public health organization for its cultural competence

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

2013 KCHD Workforce Needs Assessment

97. Ensuring the public health organization's cultural competence

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

98. In the space below please provide any additional comments you have regarding cultural competency skills

2013 KCHD Workforce Needs Assessment

Filter: Public Health Sciences Skills: Tier 3

Definition: These skills deal with your ability to apply principles such as social and behavioral determinants of health, biostatistics, epidemiology, and environmental health.

***99. Do you feel your job duties/activities require public health sciences skills?**

- Yes
- No

2013 KCHD Workforce Needs Assessment

Public Health Sciences Skills: Tier 3

100. Critiquing the scientific foundation of the field of public health

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

101. Explaining lessons to be learned from prominent events in history in comparison to the current events of the public health profession

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

102. Incorporating the Core Public Health Functions and Ten Essential Services into the practice of public health sciences

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

103. Applying the basic public health sciences (including, but not limited to biostatistics, epidemiology, environmental health services, health services administration, and social and behavioral health sciences) to public health policies and programs

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

104. Integrating a review of the scientific evidence related to a public health issue, concern, or intervention into the practice of public health

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

2013 KCHD Workforce Needs Assessment

105. Synthesizing scientific evidence from a variety of text and electronic sources

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

106. Critiquing the limitations of research findings

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

107. Advising on the laws, regulations, policies, and procedures for the ethical conduct of research

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

108. Contributing to building the scientific base of public health

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

109. Establishing partnerships with academia and other organizations to expand the public health science base and disseminate research findings

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

110. In the space below please provide any additional comments you have regarding public health sciences skills

2013 KCHD Workforce Needs Assessment

Filter: Leadership and Systems Thinking Skills: Tier 3

Definition: These skills deal with your ability to take charge and manage your relationships with others while understanding how things influence one another within a system as a whole.

*** 111. Do you feel your job duties/activities require leadership and systems thinking skills?**

- Yes
- No

2013 KCHD Workforce Needs Assessment

Leadership and Systems Thinking Skills: Tier 3

112. Incorporating ethical standards of practice as the basis of all interactions with organizations, communities, and individuals

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

113. Integrating systems thinking into public health practice

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

114. Partnering with stakeholders to determine key values and a shared vision as guiding principles for community action

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

115. Resolving internal and external problems that may effect the delivery of Essential Public Health Services

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

116. Advocating for individual, team, and organizational learning opportunities

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

2013 KCHD Workforce Needs Assessment

117. Promoting mentoring, peer advising, coaching, or other personal development opportunities for the public health workforce, including yourself

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

118. Ensuring the evaluation and continuous improvement of organizational performance

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

119. Ensuring organizational practices are in concert with changes in the public health system and the larger social, political, and economic environment

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

120. Ensuring the management of organizational change

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

121. In the space below please provide any additional comments you have regarding leadership and systems thinking skills

2013 KCHD Workforce Needs Assessment

Motivation

122. Please rate your level of motivation related to each of the following items

	Low motivation	Somewhat low motivation	Somewhat high motivation	High motivation	N/A
Increasing one's competency in public health practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal satisfaction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional networking opportunity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accomplishment of the mission of the agency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal career advancement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

123. In the space below please provide any additional comments you have relating to motivators for participation in training

2013 KCHD Workforce Needs Assessment

Barriers

124. Please rate how much of a barrier the following items are for participation in training

	Not a barrier	Maybe a barrier	Very much a barrier	N/A
Individual cost	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time away from work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family commitments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Travel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Agency budget restrictions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Desired topics not available	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nearing retirement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of supervisor support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of opportunity to apply what I have learned	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

125. In the space below please provide any additional comments you have relating to barriers for participation in training

2013 KCHD Workforce Needs Assessment

Course Type

126. Please rate your level of interest for each of the following course types

	Not interested	Maybe interested	Interested	Very interested	N/A
Continuing education courses (courses that provide CE credit for professional licensure)	<input type="radio"/>				
Courses for academic credit (courses that can be applied toward an academic degree)	<input type="radio"/>				
Certificate programs (series of courses that when successfully completed lead to a certificate)	<input type="radio"/>				
Institutes (6-12 month ongoing development in a specific area)	<input type="radio"/>				
Case Studies (peer-to-peer sharing of real-life public health happenings)	<input type="radio"/>				
One-Time Training Opportunities on a Specific Topic	<input type="radio"/>				
Other (please specify)	<input type="text"/>				

127. In the space below please provide any additional comments or suggestions you have regarding preferred course type

2013 KCHD Workforce Needs Assessment

Delivery Method

128. Please rate your level of interest in training delivery methods for each of the following items

	Not interested	Maybe interested	Interested	Very interested	N/A
CD-ROM	<input type="radio"/>				
Online Self-Study	<input type="radio"/>				
Face-to-Face	<input type="radio"/>				
Web-Based Synchronous Learning (e.g. live webinar)	<input type="radio"/>				
Telephone Conferencing	<input type="radio"/>				
Audio/Podcasts	<input type="radio"/>				
Blended (Online and Face-to-Face)	<input type="radio"/>				

Other (please specify)

2013 KCHD Workforce Needs Assessment

Level of Hazard Training

The table below lists natural and man-made hazards that could affect Kent County. Please indicate the level of training you still need in order to be adequately prepared to respond to each of these hazards. Select the number that best applies to your level of training need. Choose "NA" only if the task is not applicable to your job and you would therefore not be part of the response.

129. Natural hazards:

	No training needed	Some training needed	Extensive training needed	N/A
Dam Failure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drought	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Earthquake	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extreme Temperature	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hail	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lightening	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
River Flooding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Severe Wind	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Severe Winter Weather	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tornado	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wildfire	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

130. Man-Made Hazards:

	No training needed	Some training needed	Extensive training needed	N/A
Civil Disturbance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
HazMat Incident (e.g. chemical spill)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Infrastructure Failure (e.g. electrical power outages, communication, water, sanitary sewer)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nuclear Power Plant Incident	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pipeline Accident	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Structural Failure (e.g. building collapse)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transportation Accident (e.g. truck, rail, airplane)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mass Fatality/Casualty Incident (e.g. bomb)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2013 KCHD Workforce Needs Assessment

131. Additional Public Health Hazards:

	No training needed	Some training needed	Extensive training needed	N/A
Animal Disease Outbreak (e.g. bird flu, mad cow)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Flu Pandemic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Foodborne Illness Outbreak	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Infectious Disease Outbreak (e.g. measles, plague, smallpox)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Water Contamination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Large Scale Infestation of Diseased Vectors (e.g. mosquitos carrying West Nile)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

132. Internal KCHD Hazards:

	No training needed	Some training needed	Extensive training needed	N/A
Workplace Violence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hostage Situation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Active Shooter Incident	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
White Powder Incident	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cyber/Internet Security Breach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2013 KCHD Workforce Needs Assessment

Emergency Preparedness Competencies

How much do you agree or disagree with the following tasks related to a public health emergency? Please select the response that best applies. Choose "NA" if the task is not applicable to your job.

133. I am confident I can...

	Strongly disagree	Disagree	Agree	Strongly agree	N/A
Describe KCHD's responsibilities during a nuclear power plant accident	<input type="radio"/>				
Identify the specific person I should report to during a nuclear power plant accident	<input type="radio"/>				
Describe my job responsibilities during a nuclear power plant accident	<input type="radio"/>				
Demonstrate my job responsibilities during a nuclear power plant accident	<input type="radio"/>				

134. I am confident I can...

	Strongly disagree	Disagree	Agree	Strongly agree	N/A
Describe KCHD's responsibilities during a HazMat or industrial chemical spill incident	<input type="radio"/>				
Identify the specific person I should report to during a HazMat or industrial chemical spill incident	<input type="radio"/>				
Describe my job responsibilities during a HazMat or industrial chemical spill incident	<input type="radio"/>				
Demonstrate my job responsibilities during a HazMat or industrial chemical spill incident	<input type="radio"/>				

2013 KCHD Workforce Needs Assessment

135. I am confident I can...

	Strongly disagree	Disagree	Agree	Strongly agree	N/A
Describe KCHD's responsibilities during chemical or biological contamination of the water supply	<input type="radio"/>				
Identify the specific person I should report to during chemical or biological contamination of the water supply	<input type="radio"/>				
Describe my job responsibilities during chemical or biological contamination of the water supply	<input type="radio"/>				
Demonstrate my job responsibilities during chemical or biological contamination of the water supply	<input type="radio"/>				

136. I am confident I can...

	Strongly disagree	Disagree	Agree	Strongly agree	N/A
Describe KCHD's responsibilities during an infectious disease outbreak	<input type="radio"/>				
Identify the specific person I should report to in an infectious disease outbreak	<input type="radio"/>				
Describe my job responsibilities during an infectious disease outbreak	<input type="radio"/>				
Demonstrate my job responsibilities during an infectious disease outbreak	<input type="radio"/>				

137. I am confident I can...

	Strongly disagree	Disagree	Agree	Strongly agree	N/A
Describe KCHD's responsibilities during a widespread power outage	<input type="radio"/>				
Identify the specific person I should report to during a widespread power outage	<input type="radio"/>				
Describe my job responsibilities during a widespread power outage	<input type="radio"/>				
Demonstrate my job responsibilities during a widespread power outage	<input type="radio"/>				

2013 KCHD Workforce Needs Assessment

138. I am confident I can...

	Strongly disagree	Disagree	Agree	Strongly agree	N/A
Recognize who to report to during an emergency when my supervisor is unavailable	<input type="radio"/>				
Identify and locate KCHD's Emergency Operations Guidelines (EOG)	<input type="radio"/>				
Locate specific information in KCHD's EOG that would help me respond in different types of public health emergencies	<input type="radio"/>				
Describe my job responsibilities during a mass distribution clinic	<input type="radio"/>				
Respond to a foodborne illness outbreak	<input type="radio"/>				
Demonstrate the correct use of a fax machine	<input type="radio"/>				
Demonstrate the correct use of a cell phone	<input type="radio"/>				
Demonstrate the correct use of a two-way radio	<input type="radio"/>				
Demonstrate the correct use of a 800MHz radio	<input type="radio"/>				
Demonstrate the correct use of email	<input type="radio"/>				
Demonstrate the correct use of the Health Alert Network (HAN) system	<input type="radio"/>				
Identify limits to my knowledge/skills/authority and to identify resources for referring matters that exceed these limits	<input type="radio"/>				
Recognize an unusual event that might indicate an emergency	<input type="radio"/>				
Describe the appropriate action to respond to an unusual event that might indicate an emergency	<input type="radio"/>				
Apply creative and flexible problem solving to unusual events within my functional response requirements	<input type="radio"/>				
Evaluate the effectiveness of the actions I may take during an emergency	<input type="radio"/>				

2013 KCHD Workforce Needs Assessment

response

2013 KCHD Workforce Needs Assessment

Perceived Risk

139. How likely is it that you report to work during each of the following public health emergencies occurring in KCHD?

	Not likely at all	Somewhat likely	Very likely	Extremely likely
Chemical Spill/ Explosion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Power Failure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Radiological/ Nuclear Incident	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Severe Ice Storm	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pandemic Influenza Outbreak	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Smallpox Incident	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E. coli (foodborne outbreak) Outbreak	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Natural Disaster (on the scale of Hurricane Katrina)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

140. In the event of a disaster or public health emergency, could your job duties be completed from your home? (teleworking)

- Yes
- No
- I don't know

141. How likely is it that you would be putting your family at risk if you went to work during each of the following public health emergencies?

	Not at all likely	Somewhat likely	Very likely	Extremely likely
Chemical Spill/ Explosion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Power Failure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Radiological/ Nuclear Incident	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Severe Ice Storm	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pandemic Influenza Outbreak	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Smallpox Incident	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E. coli (foodborne outbreak) Outbreak	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Natural Disaster (on the scale of Hurricane Katrina)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2013 KCHD Workforce Needs Assessment

142. How important is your role with the Kent County Health Department during a:

	Not at all important	Somewhat important	Very important	Extremely important
Chemical Spill/ Explosion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Power Failure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Radiological/ Nuclear Incident	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Severe Ice Storm	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pandemic Influenza Outbreak	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Smallpox Incident	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E. coli (foodborne outbreak) Outbreak	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Natural Disaster (on the scale of Hurricane Katrina)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

143. Do you have a plan for your family in the event of a public health emergency?

- Yes
- No

144. Do you consider yourself to be essential personnel for a public health emergency?

- Yes
- No

145. Have you received any training that addresses your role during a public health emergency?

- Yes
- No

2013 KCHD Workforce Needs Assessment

Specific Courses

146. Have you completed any of the following online individual study courses? (Select all courses completed)

- IS-100: Introduction to the Incident Command System
- IS-200: ICS for Single Resources and Initial Action Incidents
- IS-300: Intermediate ICS for Expanding Incidents
- IS-400: Advanced ICS for Command and General Staff
- IS-700: National Incident Management System (NIMS), An Introduction
- IS-800: National Response Plan (NRP), An Introduction
- "The Emergency Preparedness Core Competencies for Public Health Workers"

147. Can you describe the Incident Command System?

- Yes
- No

148. Should you speak to the media during a disaster or public health emergency?

- Yes
- No

2013 KCHD Workforce Needs Assessment

Other Comments

Please provide any other comments you may have concerning:

149. Your personal training needs for public health emergencies

150. Your Division's training needs for public health emergencies

151. The Kent County Health Department's training needs for public health emergencies

Appendix F: Workforce Development Advisory Council Roster

Name	Division
Sharon Ossewaarde	Community Nursing
Shirley Wasoski	Community Nursing
Tonya Davis	Community Clinical Services
Jessica Kooistra	Environmental Health - Animal Shelter
Julie Taylor	Administration
Karla Black	Administration
Roberta Peacock	Community Clinical Services
Jim Dischinger-Smedes	Administration
Barb Patten	Community Nursing
Kim Bartz	Community Nursing
Teresa Branson	Administration – Health Education & Promotion
Jason Buck	Environmental Health
Jan Coil	Community Nursing
Anne Kikstra	Community Nursing
Lois Ditmar	Community Nursing
Portia Yarbrough	Administration
Andrea Willemse	Community Clinical Services
Pam James	Community Clinical Services
Christine Stangle	Community Clinical Services
Alisha Barber	Environmental Health
Janine Johnson	Environmental Health
Jill Huizenga	Community Clinical Services
Chelsey Chmelar	Administration
Jill Myer	Administration
Kristen Smith	Environmental Health – Laboratory
Joann Hoganson	Community Clinical Services
Barbara Hawkins Palmer	Administration
Gail Brink	Administration - Finance
Lisa Cronk	Community Clinical Services
Shane Green	Environmental Health
Sara Simmonds	Environmental Health
Anne Wiltzer	Environmental Health
Luz Maria Diaz	Community Nursing

Appendix G: Description of Needs Assessment Process

Method of Assessment

The Kent County Health Department's workforce needs assessment process was conducted between February and May 2013. This assessment consisted of both electronic survey administration throughout the Department, as well as two staff input meetings. Data collected through the assessment process assisted in the development of the Health Department's workforce development plan.

Electronic Survey

The Health Department's workforce needs assessment began with an electronic survey that was emailed to all staff by the Accreditation Coordinator in February 2013. Survey items were revised and adopted from a workforce needs assessment survey that was conducted by the Ohio State University's School of Public Health Practice in 2011. The questions taken from this survey tool were based upon the Council on Linkages Core Competencies for Public Health Professionals and asked staff to rate the various competencies according to (1) importance to job, (2) current ability, and (3) interest in additional training.

An additional bank of questions specific to emergency preparedness competency were added to the survey in order to help prioritize emergency preparedness training needs for the Department. The Health Department revised and adopted a set of questions used in a similar assessment conducted by Berrien County Health Department in Michigan. The emergency preparedness questions asked staff to rate their perceived level of needed training on a variety of topics, their perceived ability to act in specific emergency situations, as well as other important emergency preparedness topics.

The electronic survey was made available to staff for one full work week. At the close of the survey, 129 staff had provided responses.

Staff Input Sessions

The second part of the Health Department's two-pronged approach to workforce needs data collection included the development of the Workforce Advisory Committee. This committee was comprised of staff from all of the Health Department Divisions. At the first of their two meetings, committee members were asked to react to the needs assessment data, help to brainstorm and record (1) what the Health Department currently has in place for workforce development, (2) what staff would like to see put in place for workforce development, and (3) strategies or ideas for helping to bridge the gap between what is currently in place and what staff desire.

During the second Workforce Advisory Committee meeting, some draft ideas for addressing workforce development priorities were presented. Committee members were asked to help brainstorm resources (people, organizations, and other) that could be useful to include in our Department's workforce development model. Staff worked in small groups to develop this information and it was submitted to the Accreditation Coordinator at the end of the meeting.

2014-15 Workforce Training Needs Assessment

1. Introduction to Workforce Training Needs Assessment

Thank you for taking the time to complete this Workforce Training Needs Assessment. There are three sections in this survey. The first set of questions are based on two dimensions of the Council on Linkages Core Competencies for Public Health Professionals. The second set of questions have been added to determine training needs related specifically to emergency preparedness. Lastly, there are a few questions that ask about barriers to receiving training, motivators for completing training, as well as preferences related to training format.

Information you provide through this assessment will be used to identify training and development needs of all staff and will inform the development of training and development opportunities for the upcoming year.

This survey will take approximately 20-25 minutes to complete and is entirely confidential. No personal identifiers will be collected in conjunction with the data you enter and results will be reported in aggregate.

This browser window is not timed, which allows you to take as long as you need to complete the assessment. However, if you close your browser window before submitting the data, all information you may have entered to that point will be lost.

If you have questions about this survey or encounter technical difficulties while attempting to complete, please contact:

Chelsey Chmelar
Quality and Performance Manager
x7268

Thank you again for your participation!

2014-15 Workforce Training Needs Assessment

2. Demographics

Please respond to the following demographic questions. To ensure confidentiality, the data collected on this page will be used to report data at the Department level only.

Select your Division from the drop-down list below.

- Administration
- Environmental Health
- Community Wellness
- Community Clinical Services

Select your primary professional role within KCHD:

- Administrative Support/ Clerical Staff
- Senior Manager (Health Officer, Deputy Health Officer, Division Director)
- Middle Manager (Public Health Program Supervisor, Public Health Nurse)
- Allied Health Professional (Social Worker, Registered Dietician, Veterinarian, etc)
- Epidemiologist/ Data Analyst
- Environmental Health Specialist (Sanitarian)
- Health Educator
- Laboratory Professional
- Public Health Nurse
- Public Health Service Provider (Peer Counselor, Clinica Assistant, Clinic Clerk, etc)
- Community Health Worker
- Community Outreach Worker
- Animal Control Staff (Animal Control Officer, Animal Care Specialist, etc)
- Finance
- Information Technology

Other (please specify)

2014-15 Workforce Training Needs Assessment

Select your current education level (highest attained):

- High School
- Some College
- Associates Degree
- Bachelors Degree
- Masters Degree
- PhD/MD/DVM (or other professional degree beyond Masters level)

Other (please specify)

2014-15 Workforce Training Needs Assessment

3. Demographics (pg 2)

Please respond to the following demographic questions. To ensure confidentiality, the data collected on this page will be used to report data at the Department level only.

How many years have you worked in public health?

- 0-5 years
- 6-10 years
- 11-15 years
- 16-20 years
- 21 years or more

How many years have you worked at KCHD?

- 0-5 years
- 6-10 years
- 11-15 years
- 16-20 years
- 21 years or more

How many years have you worked in your current position at KCHD?

- 0-5 years
- 6-10 years
- 11-15 years
- 16-20 years
- 21 years or more

2014-15 Workforce Training Needs Assessment

4. Evaluation Questions

In the past year, how effective were the All-Staff presentations in raising your awareness of public health's role in response to the following:

	Not Effective	Somewhat Effective	Effective	Very Effective	N/A
An incident requiring Strategic National Stockpile (SNS)	<input type="radio"/>				
Floods	<input type="radio"/>				
Natural Disasters (dams, earthquakes, fires)	<input type="radio"/>				

In the past year, how effective were the All-Staff presentations in increasing your knowledge in the following topics:

	Not Effective	Somewhat Effective	Effective	Very Effective	N/A
Immunization Program	<input type="radio"/>				
Nurse Family Partnership Program	<input type="radio"/>				
2013 Flood Response	<input type="radio"/>				
Unpleasant Language in the Workplace	<input type="radio"/>				
Quality Improvement Efforts at KCHD	<input type="radio"/>				
Public Health Ethics	<input type="radio"/>				
Health Literacy	<input type="radio"/>				

Do you know where to electronically locate Kent County's Emergency Operations Plan?

- Yes
- No

Through All-Staff meetings, has KCHD fulfilled your public health training needs during the past year?

- Yes
- No

2014-15 Workforce Training Needs Assessment

Based on the trainings provided through All-Staff meetings during the past year, how much do you think your knowledge and skills in the following core competencies has increased?

	No change in knowledge/skills	Some change in knowledge/skills	Significant change in knowledge/skills	N/A
Communication (Health Literacy)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cultural Competency (Unpleasant Language)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Public Health Science (KCHD Programs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership and Systems Thinking (Public Health Ethics)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emergency Preparedness (Floods, SNS, EOP, Natural Disasters)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Instructions for the Assessment

The following questions are presented in a series. For each competency, you will be asked to rate the degree to which it is important to your primary work duties, your ability to perform the function, and your interest in training on that topic.

6. Selecting Your Tier...

Carefully read the following and select the Tier that best describes your current position.

***Select the Tier that best describes your day-to-day role:**

- Tier 1: Carries out day-to-day tasks of the public health organization and is not in a management position. Responsibilities may include basic data collection, fieldwork, program planning, outreach activities, clinical services, home visiting services, and other organizational tasks.
- Tier 2 OR Tier 3: Carries out program management and/or supervisory responsibilities. Other responsibilities may include program development, implementation, and evaluation, establishing and maintaining community relations, and managing timelines and workplans. OR is a senior manager (Division Director) or leader of the public health organization (Health Officer), generally responsible for the major programs or functions of the organization, setting strategy and vision for the organization, and/or building the organization's

7. Filter: Analytical/Assessment Skills: Tier 1

Definition: These skills deal with your ability to assess a situation, seek multiple perspectives, gather more information if necessary, and identify key issues that need to be addressed.

***Do you feel that your job duties/activities require Analytical/Assessment skills?**

- Yes
- No

2014-15 Workforce Training Needs Assessment

8. Analytical/Assessment Skills: Tier 1

Identifying the health status of populations and their related determinants of health and illness

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

Describing the characteristics of a population-based health problem

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

Using variables that measure public health conditions

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

Using variables that measure public health conditions

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

Using methods and instruments for collecting valid and reliable quantitative data

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

2014-15 Workforce Training Needs Assessment

Identify sources of public health data and information

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

2014-15 Workforce Training Needs Assessment

9. Analytical/Assessment Skills: Tier 1 (pg 2)

Recognizing the integrity and comparability of data

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

Identifying gaps in data sources

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

Adhering to ethical principles in the collection, maintenance, use, and dissemination of data and information

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

Describing public health applications of quantitative data

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

Describing public health applications of qualitative data

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

2014-15 Workforce Training Needs Assessment

Collecting quantitative community data

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

10. Analytical/Assessment Skills: Tier 1 (pg 3)

Collecting qualitative community data

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

Using information technology to collect, store, and/or retrieve data

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

Describing how data are used to address scientific, political, ethical, and/or social public health issues

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

In the space below, please provide any additional comments you have regarding analytical/assessment skills

11. Filter: Policy Development/Program Planning Skills: Tier 1

Definition: These skills deal with your ability to implement principles or rules that guide decisions and achieve rational organizational outcomes.

***Do you feel that your job duties/activities require Policy Development/Program Planning skills?**

- Yes
- No

2014-15 Workforce Training Needs Assessment

12. Policy Development/Program Planning Skills: Tier 1

Gathering information relevant to specific public health policy issues

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to you job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

Describing how policy options can influence public health programs

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

Explaining the expected outcomes of policy options

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

Explaining the expected outcomes of policy options

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

Gathering information that will inform policy decisions

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

Describing the public health laws and regulations governing public health programs

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

2014-15 Workforce Training Needs Assessment

Participating in program planning processes

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

2014-15 Workforce Training Needs Assessment

13. Policy Development/Program Planning Skills: Tier 1 (pg 2)

Incorporating policies and procedures into program plans and structures

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

Identifying mechanisms to monitor and evaluate programs for their effectiveness and quality

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

Demonstrating use of public health informatics practices and procedures

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

Applying strategies for continuous quality improvement

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

In the space below, please provide any additional comments you have regarding policy development/program planning skills

14. Filter: Analytical/Assessment Skills: Tier 2

Definition: These skills deal with your ability to assess a situation, seek multiple perspectives, gather more information if necessary, and identify key issues that need to be addressed.

***Do you feel that your job duties/activities require analytical/assessment skills?**

- Yes
- No

2014-15 Workforce Training Needs Assessment

15. Analytical/Assessment Skills: Tier 2

Assessing the health status of populations and their related determinants of health and illness

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

Describing the characteristics of a population-based health problem

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

Generating variables that measure public health conditions

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

Using methods and instruments for collecting valid and reliable quantitative data

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

Using methods and instruments for collecting valid and reliable qualitative data

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

2014-15 Workforce Training Needs Assessment

16. Analytical/Assessment Skills: Tier 2 (pg 2)

Examining the integrity and comparability of data

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

Identifying gaps in data sources

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

Employing ethical principles in the collection, maintenance, use, and dissemination of data and information

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

Interpreting quantitative data

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

Interpreting qualitative data

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

2014-15 Workforce Training Needs Assessment

Making community-specific inferences from quantitative data

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

2014-15 Workforce Training Needs Assessment

17. Analytical/Assessment Skills: Tier 2 (pg 3)

Making community-specific inferences from qualitative data

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

Using information technology to collect, store, and/or retrieve data

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

Using data to address scientific, political, ethical, and/or social public health issues

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

In the space below, please provide any additional comments you have regarding analytical/assessment skills

18. Filter: Policy Development/ Program Planning Skills: Tier 2

Definition: These skills deal with your ability to implement principles or rules that guide decisions and achieve rational organizational outcomes.

***Do you think that your job duties/activities require Policy Development/Program Planning skills?**

- Yes
- No

2014-15 Workforce Training Needs Assessment

19. Policy Development/Program Planning Skills: Tier 2

Analyzing information relevant to specific public health policy issues

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

Analyzing policy options for public health programs

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

Determining the feasibility and expected outcomes of policy options

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

Describing the implications of policy options

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

Using decision analysis for policy development

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

2014-15 Workforce Training Needs Assessment

20. Policy Development/Program Planning Skills: Tier 2 (pg 2)

Using decision analysis for program planning

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

Managing public health programs consistent with public health laws and regulations

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

Developing plans to implement policies and/or programs

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

Developing policies for organizational plans, structures, and/or programs

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

Developing mechanisms to monitor and evaluate programs for their effectiveness and quality

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

2014-15 Workforce Training Needs Assessment

Incorporating public health informatics practices

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

21. Policy Development/Program Planning Skills: Tier 2 (pg3)

Developing strategies for continuous quality improvement

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

In the space below please provide any additional comments you have regarding policy development/program planning skills

22. Motivators for Participation in Training

Please rate your level of motivation related to each of the following items on a four-point scale (1 - Low Motivation to 4 - High Motivation)

Increasing one's competency in public health practice

- 1 2 3 4 N/A

Personal satisfaction

- 1 2 3 4 N/A

Professional networking opportunity

- 1 2 3 4 N/A

Accomplishment of the mission of the agency

- 1 2 3 4 N/A

Personal career advancement

- 1 2 3 4 N/A

In the space below please provide any additional comments you have relating to motivators for participation in training

2014-15 Workforce Training Needs Assessment

23. Barriers for Participation in Training

Please rate how much of a barrier the following items are for participation in training on a four-point scale (1 - Not a Barrier to 4 - Very Much a Barrier)

Individual cost

- 1 2 3 4 N/A

Time away from work

- 1 2 3 4 N/A

Family commitments

- 1 2 3 4 N/A

Travel

- 1 2 3 4 N/A

Agency budget restrictions

- 1 2 3 4 N/A

Desired topics not available

- 1 2 3 4 N/A

Nearing retirement

- 1 2 3 4 N/A

Lack of supervisor support

- 1 2 3 4 N/A

Lack of opportunity to apply what I have learned

- 1 2 3 4 N/A

In the space below please provide any additional comments you have relating to barriers for participating in training

24. Additional Comments

Please share any additional feedback or comments you may have related to workforce development needs.

25. End of Assessment

Thank you for participating in this assessment! Your responses will help us develop All-Staff meeting topics for the next year!

If you have questions or additional comments, please contact Chelsey Chmelar at extension 7268.

2014 Workforce Development Needs Assessment

RESULTS SUMMARY

KCHD WORKFORCE DEVELOPMENT COMMITTEE



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Introduction

Kent County Health Department developed and implemented an organizational Workforce Development Plan in response to Public Health Accreditation Board (PHAB) and NACCHO's Project Public Health Ready requirements in fall 2013. The Workforce Development Plan outlines the Kent County Health Department's planned efforts toward improving staff competencies in a number of areas consistent with the Council on Linkages Core Competencies for Public Health Professionals and the Bioterrorism and Emergency Readiness Competencies for all Public Health Workers.

Within the Workforce Development Plan are a number of goals and objectives that were developed as a means for measuring implementation progress. The first goal of the Workforce Development Plan is to *"regularly evaluate competency-based staff training and development needs."*

This report summarizes the results of the second annual assessment of workforce development needs related to the Department's adopted set of national core competencies. This year's assessment also asked questions evaluating the effectiveness of learning opportunities since the implementation of the plan. Key sections of this report describe the assessment process used, results gathered, and recommendations for future training and development opportunities.

Method

An online assessment using Survey Monkey software was utilized to collect staff responses between July 7, 2014 and July 17, 2014. The majority of items used in this staff assessment were adopted from an existing survey tool developed by the Ohio State University's Center for Public Health Practice in 2010-2011. Evaluation questions pertaining to training effectiveness were developed by the Kent County Health Department.

Demographics. A total of six demographic questions were asked in this assessment. Staff were first asked to indicate to which Kent County Health Department Division they belong. Four response options were given ("Administration", "Environmental Health", "Community Clinical Services", and "Community Wellness"). Respondents were also asked to select their primary professional role at the Health Department. A total of 15 answer choices were provided, ranging from "administrative support/clerical staff to public health nurse. An "other" option was also given. Education level was assessed through one question (*"select your current education level"*) where staff could select from six different responses ranging from "high school" to "PhD/MD/DVM (or other professional degree beyond Masters Level)".

The final three demographics questions related to public health experience, number of years worked at the Kent County Health Department, and number of years worked in

current position at the Health Department. Each of these questions included multiple choice options ranging from “0-5 years” to “21 years or more”.

Training Evaluation. Evaluation of trainings offered through All-Staff meetings beginning in May 2013 was assessed through the use of seven assessment questions. The first question, *“In the past year, how effective were the All-Staff presentations in raising your awareness of public health’s role in response to the following...”*, allowed staff to rate effectiveness of three different emergency preparedness-related topics on a four-point Likert scale ranging from “not effective” to “very effective”. Staff were also given the option of answering, “not applicable”. A similar question was used to assess staff-perceived effectiveness of several other All-Staff meeting topics. The same Likert scale was used to collect responses.

Staff were asked four questions with “yes” or “no” responses. These items asked staff if they could locate the Emergency Operations Plan on the Department’s computer network, if public health workforce training needs had been met through All-Staff offerings, if staff had a better understanding of public health as a profession as a result of All-Staff offerings, and if staff could explain how their professional role connects with the Core Functions and Essential Services of Public Health.

The final evaluation question asked staff how much they believed their knowledge on various topics had improved based on trainings offered through All-Staff meetings. Responses to these questions were gathered using a three-point Likert scale ranging from “no change in knowledge/skills” to “significant change in knowledge/skills”. A not applicable answer choice was also given.

Competency-Based Assessment. Competency assessment data was collected for two of the eight Council on Linkages Core Competencies for Public Health Professionals. The two competencies covered in this assessment were the Analytical/Assessment Skills and the Policy Development/Program Planning Skills competencies. The Tier 1 Analytical/Assessment competency was assessed using 15 items, and the Tier 1 Policy Development/Program Planning competency was assessed using 11 items. The Tier 2 Analytical/Assessment competency was assessed using 14 items, and the Tier 2 Policy Development/Program Planning competency was assessed using 12 items. For each of the sub-topics contained within each competency area, staff were asked to provide a rating using a four-point Likert scale (“low” to “high”) for the following three statements: “importance to your job”, “your personal ability”, and “your interest in additional training”. A comment box was also provided at the end of each competency assessment section.

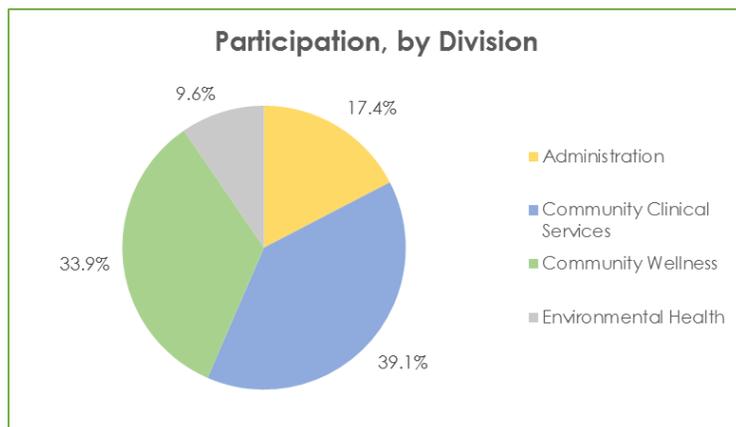
Motivators and Barriers. Two final assessment questions asked staff to provide input on motivators and barriers to participating in training opportunities. Five motivators were listed in the assessment and staff were asked to rate them using a four-point Likert scale (“low motivation” to “high motivation”). Nine barriers were listed in the assessment and staff were asked to rate them using a four-point Likert scale (“not a barrier” to “very much a barrier”), as well.

Results

Demographics

Participation by Division

A total of 117 staff responded to at least one question in the 2014 Workforce Development Needs Assessment. The largest proportion of participation came from the Community Clinical Services (n=45), followed by Community Wellness (n=39). Overall, the distribution of responses to the assessment was fairly representative of staff distribution within the Health Department.



Role, Education, and Public Health Experience

The highest percentage of responses to the assessment came from public health nurses (35.8%) and administrative support and clerical staff (23.6%). There was also at least one respondent in each of the other "role" categories offered in the assessment. These categories are referenced in the Method section of this report.

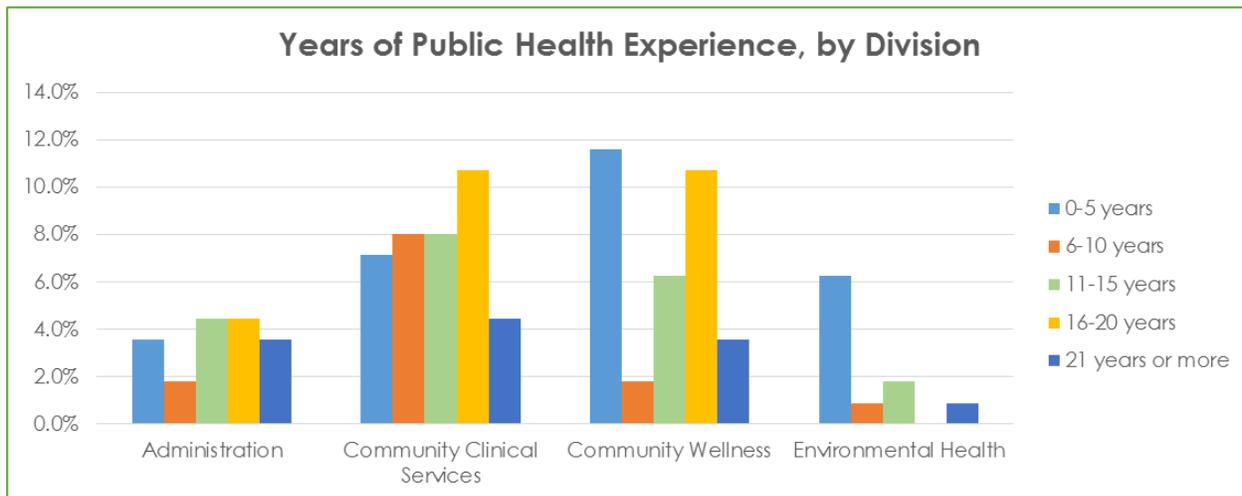
Of those who responded to the assessment, 71.7% reported an education level of bachelor's degree or higher. Another 11.5% of respondents reported having completed an associate's degree, and 11.5% of remaining staff indicated that they had acquired some post-high school education. This illustrates that nearly 95% of the Kent County Health Department staff who participated in this assessment have achieved some level of education beyond high school.

Staff were asked to provide data pertaining to number of years' experience in public health, number of years worked at Kent County Health Department, and number of years working in their current position. The table below shows years of public health experience, by Division. Nearly three-quarters of Kent County Health Department staff have worked in public health for at least six years, while almost 60% of staff have worked in public health for 11 years or more.

*The Kent County Health Department has many long-tenured staff. **More than 70%** of staff have worked at the Health Department for six years or more!*

Similar to years of public health experience, many assessment respondents indicated long-time employment with the Kent County Health Department. More than 70% of respondents have worked at the Health Department for six years or more, and 57% have worked for the Health Department for more than 11

years. Some of the longest tenured Health Department staff¹ work in Community Clinical Services (21.1%) and Community Wellness (21.1%).



Evaluation of 2013-2014 Workforce Development Activities: All-Staff Meetings

Training Effectiveness

Overall, staff had positive feedback about the effectiveness of All-Staff meeting topics and presentations that were offered during the past year. The chart below summarizes responses gathered from two questions asking respondents to rate the effectiveness of each All-Staff meeting in improving awareness and knowledge on a variety of public health topics.

Very few staff rated any of the presentations as “not effective”. Most presentations received majority “very effective” or “effective ratings”. The presentations receiving the highest percentage of “very effective” ratings were the Health Literacy (40.6%) presentation, followed closely by the 2013 Flood Response (38.2%) and Floods (34.3%) presentations.

The “N/A” responses to this question can be somewhat accounted for based on comments received through the 2014 Workforce Development Needs Assessment. Several comments provided by respondents suggest that staff could not accurately rate all of the presentations because they may have not been in attendance. It is also possible that, because this assessment was completed more than a year after some of the presentations were given, staff may not recall the content or delivery of the subject matter. Nonetheless, overall results suggest

“To be honest, because of events out of my control, I have missed most, if not all of the All-Staff meetings this past year.”

– Health Department Employee

¹ Those staff who have been with the Kent County Health Department for more than 11 years.

that staff are learning through participation in the All-Staff meetings focused on addressing selected Core Competencies.

Staff-Reported Effectiveness of All-Staff Presentations on Improving Awareness and Knowledge					
All-Staff Topic	Staff Rating				
	Very Effective	Effective	Somewhat Effective	Not Effective	N/A
Strategic National Stockpile	19.6%	55.9%	11.8%	2.0%	10.8%
Floods	34.3%	41.2%	15.7%	1.0%	7.8%
Natural Disasters	26.5%	51.0%	12.7%	2.0%	7.8%
Immunization Program	25.5%	38.2%	19.6%	0.0%	16.7%
Nurse Family Partnership Program	15.7%	46.1%	21.6%	2.0%	14.7%
2013 Flood Response	38.2%	34.3%	16.7%	0.0%	10.8%
Unpleasant Language in the Workplace	17.6%	41.2%	17.6%	3.9%	19.6%
Quality Improvement Efforts at the Dept.	21.8%	52.5%	17.8%	0.0%	7.9%
Public Health Ethics	16.8%	47.5%	17.8%	3.0%	14.9%
Health Literacy	40.6%	35.6%	13.9%	2.0%	7.9%

Knowledge, Perceptions, and Opinions

A section of the 2014 Workforce Development Needs Assessment asked staff to provide information about improvements in knowledge, perceptions, and opinions associated with their participation in the All-Staff presentations offered as components of the Workforce Development Plan. The majority of respondents, more than 90%, reported that the presentations had improved their knowledge of public health as a profession,

while 80.6% of respondents reported that the presentations had improved their understanding of how their job coincides with the 10 Essential Services of Public Health.

*“The trainings all had **very good content**, however only a few are offered per year. It would be a great benefit to have more...”*

– Health Department Employee

Specific to emergency preparedness knowledge, staff were asked if they knew where to electronically locate

the agency’s Emergency Operations Plan (EOP). This knowledge was presented by the Emergency Preparedness Coordinator at an All-Staff meeting within the past year. Of those who responded to the 2014 Workforce Development Needs Assessment, 77.5% reported that they did know where to electronically locate the EOP.

The last question asked in this section related to general perceptions and opinions related to the Workforce Development Plan’s implementation. Staff were asked if general public health training needs had been met through the topics presented during the All-Staff meetings during the past year. Of those who participated in the assessment, more than 75% agreed that public health training needs were met.

Competency-Based Assessment

Knowledge and Skill Improvements based on All-Staff Presentations

Staff were asked to rate the level to which they perceived their knowledge and skills improved on the five Core Competency areas as a result of the All-Staff meetings in 2013-14. The five Core Competency areas included: communication, cultural competency, public health science, leadership and systems thinking, and emergency preparedness.

Staff-Reported Knowledge and Skill Improvements as a Result of 2013-14 All-Staff Meetings			
Core Competency	Staff-Rating*		
	Significant Change	Some Change	No Change
<i>Communication</i>	29.1%	54.4%	7.8%
<i>Cultural Competency</i>	27.2%	54.4%	8.7%
<i>Public Health Science</i>	17.6%	57.8%	12.7%
<i>Leadership and Systems Thinking</i>	18.4%	58.3%	11.7%
<i>Emergency Preparedness</i>	42.2%	50.0%	2.9%

*[Note: Staff were given the option to select “N/A” as a response to this question. This response option is not reflected in the above table.]

The table above indicates that most staff reported “some change” or “significant change” in knowledge and skills for all of the Core Competency areas featured in All-Staff presentations during the past year. More than 90% of respondents reported some or significant knowledge increase related to emergency preparedness. Each of the remaining four Core Competencies assessed had more than 70% of respondents indicating some level of an increased level of knowledge and skill.

Baseline Competency Assessment: 2014-15 Training Topics

The portion of the 2014 Workforce Development Needs Assessment that assessed training needs for the upcoming year, 2014-15, asked staff to self-select into one of two categories: Tier 1² or Tier 2/3³. Of the 105 staff who answered this question, 20.0% self-selected as Tier 2/3, while 80.0% self-selected as Tier 1. The following data reflects the priority training needs identified by Kent County Health Department staff for the upcoming year.

Analytical/Assessment Skills			
Tier	Most Important to Job	Lowest Rated Current Ability	Greatest Interest in Additional Training
Tier 1	<ul style="list-style-type: none"> Adhering to ethical principles in collection, maintenance, use, and dissemination of data and information (3.39) Identifying health status and determinants of health (3.32) Describing characteristics of population health problems (3.28) 	<ul style="list-style-type: none"> Describing public health applications of quantitative data (2.41) Describing how data are used to address scientific, political, ethical, and/or social public health issues (2.41) Identifying gaps in data sources (2.44) 	<ul style="list-style-type: none"> Describing the characteristics of a population health problem (3.17) Identifying health status and determinants of health (3.11) Using variables that measure public health conditions (3.06)
Tier 2/3	<ul style="list-style-type: none"> Interpreting qualitative data (3.44) Using information technology to collect, store, and/or retrieve data (3.40) Employing ethical principles in the collection, maintenance, use, and dissemination of data and information (3.35) 	<ul style="list-style-type: none"> Making community-specific inferences from qualitative data (2.50) Making community-specific inferences from quantitative data (2.60) Identifying gaps in data sources (2.68) 	<ul style="list-style-type: none"> Examining the integrity and comparability of data (3.42) Interpreting quantitative data (3.33) Using information technology to collect, store, and/or retrieve data (3.33)

² A Tier 1 employee, as defined by the Council on Linkages, " carries out day-to-day tasks of the public health organization and is not in a management position. Responsibilities may include basic data collection, fieldwork, program planning, outreach activities, clinical services, home visiting services, and other organizational tasks."

³ A Tier 2/3 employee " carries out program management and/or supervisory responsibilities. Other responsibilities may include program development, implementation, and evaluation, establishing and maintaining community relations, and managing timelines and work plans OR is a senior manager (Division Director) or leader of the public health organization (Health Officer), generally responsible for the major programs or functions of the organization, setting strategy and vision for the organization, and/or building the organization's culture."

Analytical/Assessment Skills

The bolded items in the table above indicate overlap across responses collected from Tier 1 and Tier 2/3 survey respondents. Both groups indicated that following or enforcing ethical principles in data collection, maintenance, use, and dissemination is a very important piece of their day-to-day tasks. The assessment also shows that both Tier 1 and Tier 2/3 staff report identification of gaps in data as an area where more training would be beneficial. There were no clear overlaps in response when it came to greatest interest in additional training.

However, there was overlap in response within the Tiers between those competencies ranked as most important to job and where staff indicated greatest interest in additional training. This finding is consistent with findings from the 2013 Workforce Development Needs Assessment. Tier 1 staff indicated that identifying health status and determinants of health and describing characteristics of a population health problem were both important to their day-to-day tasks, and were most interested in additional training on these topics. A similar finding was noted amongst Tier 2/3 responses.

Policy Development and Program Planning Skills			
Tier	Most Important to Job	Lowest Rated Current Ability	Greatest Interest in Additional Training
Tier 1	<ul style="list-style-type: none"> • Applying strategies for continuous quality improvement (3.33) • Describing how policy options can influence public health programs (3.13) • Gathering information relevant to public health policy issues (3.11) 	<ul style="list-style-type: none"> • Demonstrating use of public health informatics practices and procedures (2.49) • Explaining expected outcomes of policy options (2.57) • Identifying mechanisms to monitor and evaluate programs for effectiveness and quality (2.58) • Describing public health laws and regulations governing public health programs (2.58) 	<ul style="list-style-type: none"> • Describing how policy options can influence public health programs (3.05) • Gathering information relevant to public health policy issues (3.03) • Gathering information that will inform policy decisions (3.03)
Tier 2/3	<ul style="list-style-type: none"> • Managing public health programs consistent with public health laws and regulations (3.73) • Developing plans to implement policies and/or programs (3.60) • Developing mechanisms to monitor and evaluate programs 	<ul style="list-style-type: none"> • Incorporating public health informatics practices (2.40) • Using decision analysis for policy development (2.44) • Developing policies for organizational plans, structures, and/or programs (2.53) 	<ul style="list-style-type: none"> • Developing mechanisms to monitor and evaluate programs for their effectiveness and quality (3.43) • Managing public health programs consistent with public health laws and regulations (3.40)

Policy Development and Program Planning Skills			
Tier	Most Important to Job	Lowest Rated Current Ability	Greatest Interest in Additional Training
	for their effectiveness and quality (3.60) <ul style="list-style-type: none"> • Developing strategies for continuous quality improvement (3.60) 		<ul style="list-style-type: none"> • Developing strategies for continuous quality improvement (3.33)

Policy Development and Program Planning Skills

The bolded items in the table above indicate overlap across responses collected from Tier1 and Tier 2/3 survey respondents. Both groups indicated that developing or applying strategies for continuous quality improvement is an important component of their day-to-day tasks. The assessment also shows that both Tier 1 and Tier 2/3 staff report use of public health informatics as an area where more training would be beneficial. There were no clear overlaps in response when it came to greatest interest in additional training.

Similar to the findings in the Analytical/Assessment Skills portion of the survey and the survey conducted in 2013, there was overlap in response within the Tiers between those competencies ranked as most important to job and where staff indicated greatest interest in additional training. Tier 1 staff indicated that describing how policy options can influence public health programs and gathering information relevant to public health policy issues were both important to their jobs and topics on which they would appreciate additional training. A similar finding was observed in the Tier 2/3 category.

Motivators and Barriers

Motivators

Staff were asked to rate the level of motivation they felt as a result of five different motivators associated with training participation. The five motivators assessed included the following: increasing competency, personal satisfaction, professional networking, accomplishment of agency mission, and personal career advancement.

“...I participate [in training] because I believe in public service and providing the community with the best services that our department is able. Much of my motivation is commitment to team and personal.”

– Health Department Employee

Respondents indicated high levels of motivation associated with each of the five motivators assessed. The most highly motivating factors were personal satisfaction (93.5%), accomplishment of the agency mission (93.5%), and increasing competency (91.3%).

Barriers

The final portion of the 2014 Workforce Development Needs Assessment asked staff to rate the extent to which each option was a barrier to training participation and/or completion. The barriers assessed included cost to the individual, time away from work, family commitments, travel, agency budget restrictions, availability of desired topics, nearing retirement, lack of supervisor support, and lack of opportunity to apply what is learned.

“Not all training is applicable for my specific job and work pressures limit my availability for trainings.”

– Health Department Employee

Based on responses gathered, it seems the most prevalent staff-perceived barriers to training participation at KCHD include agency budget restrictions (68.1%), cost (57.6%), and time away from work (56.5%). The least commonly reported barriers to training participation included nearing retirement (10.9%), lack of supervisor support (31.9%), and travel (33.7%).

Staff Reported Barriers to Training Participation	
Barrier Type	Percent of Respondents who Reported as a Barrier
Cost	57.6%
Time Away from Work	56.5%
Family Commitment	43.5%
Travel	33.7%
Agency Budget Restriction	68.1%
Availability of Desired Topics	45.7%
Nearing Retirement	10.9%
Lack of Supervisor Support	31.9%
Lack of Opportunity to Apply What is Learned	37.8%

Other Key Assessment Themes (Staff Comments)

Some additional key themes were identified through the comment section of the assessment. These themes covered the following issues:

- Training at the Health Department is limited and often focuses only on nurses.
- Technology can be a barrier or issue when staff are required to complete online courses or training.

- Staff indicate difficulty accessing online training options due to blocked websites or the low capacity of our current computers to run the necessary webinar software.
- What is learned at trainings is often not translated to the actual day-to-day work.
- Some supervisors and Division Directors limit training participation because of time away from work. This type of policy is not consistently enforced across the Health Department and therefore, some staff are afforded more training opportunities than others.

Recommendations

The data collected through the 2014 Workforce Development Needs Assessment will be utilized by the Health Department’s Workforce Development Committee to develop public health training and development activities for the upcoming fiscal year (2014-2015).

Some recommendations for improving the workforce development activities at the Health Department are as follows:

- Implement training evaluations following each All-Staff meeting.
- Continue annual Workforce Development Needs Assessment and report findings.
- Address barriers to training identified on page 12 of this report.
 - This can include educating staff about why their perceptions may be incorrect in relation to some of the issues identified as top barriers OR
 - This can include actually making changes to our processes to better accommodate staff participation in training offered both by the Health Department and through external entities.
- Encourage staff development of public health knowledge and skills in addition to their profession-specific or program-specific knowledge and skills.

Appendices

Appendix A	2014 WD Needs Assessment Questions
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2015-16 Workforce Training Needs Assessment

1. Introduction to Workforce Training Needs Assessment

Thank you for taking the time to complete this Workforce Training Needs Assessment. There are three sections in this survey. The first set of questions are evaluation questions that are intended to help us understand if the training provided during All-Staff meetings is improving knowledge and competency on given topics. The second set of questions are based on two dimensions of the Council on Linkages Core Competencies for Public Health Professionals. This information will assist in planning training for the upcoming year. The final set of questions ask about barriers to receiving training and motivators for completing training.

Information you provide through this assessment will be used to identify training and development needs of all staff and will inform the development of training and development opportunities for the upcoming year.

This survey will take approximately 15-20 minutes to complete and is entirely confidential. No personal identifiers will be collected in conjunction with the data you enter and results will be reported in aggregate.

This browser window is not timed, which allows you to take as long as you need to complete the assessment. However, if you close your browser window before submitting the data, all information you may have entered to that point will be lost.

If you have questions about this survey or encounter technical difficulties while attempting to complete, please contact:

Chelsey Chmelar
Quality and Performance Manager
x7268

Thank you again for your participation!

2015-16 Workforce Training Needs Assessment

2. Demographics

Please respond to the following demographic questions. To ensure confidentiality, the data collected on this page will be used to report data at the Department level only.

Select your Division from the drop-down list below.

- Administration
- Environmental Health
- Community Wellness
- Community Clinical Services

Select your primary professional role within KCHD:

- Administrative Support/ Clerical Staff
- Senior Manager (Health Officer, Deputy Health Officer, Division Director)
- Middle Manager (Public Health Program Supervisor, Public Health Nurse)
- Allied Health Professional (Social Worker, Registered Dietician, Veterinarian, etc)
- Epidemiologist/ Data Analyst
- Environmental Health Specialist (Sanitarian)
- Health Educator
- Laboratory Professional
- Public Health Nurse
- Public Health Service Provider (Peer Counselor, Clinica Assistant, Clinic Clerk, etc)
- Community Health Worker
- Community Outreach Worker
- Animal Control Staff (Animal Control Officer, Animal Care Specialist, etc)
- Finance
- Information Technology

Other (please specify)

2015-16 Workforce Training Needs Assessment

Select your current education level (highest attained):

- High School
- Some College
- Associates Degree
- Bachelors Degree
- Masters Degree
- PhD/MD/DVM (or other professional degree beyond Masters level)

Other (please specify)

2015-16 Workforce Training Needs Assessment

3. Demographics (pg 2)

Please respond to the following demographic questions. To ensure confidentiality, the data collected on this page will be used to report data at the Department level only.

How many years have you worked in public health?

- 0-5 years
- 6-10 years
- 11-15 years
- 16-20 years
- 21 years or more

How many years have you worked at KCHD?

- 0-5 years
- 6-10 years
- 11-15 years
- 16-20 years
- 21 years or more

How many years have you worked in your current position at KCHD?

- 0-5 years
- 6-10 years
- 11-15 years
- 16-20 years
- 21 years or more

2015-16 Workforce Training Needs Assessment

4. Evaluation Questions

In the past year, how effective were the All-Staff presentations in raising your awareness of public health's role in the following:

	Not Effective	Somewhat Effective	Effective	Very Effective	N/A
Using the Incident Command Structure (ICS)	<input type="radio"/>				
An incident requiring use of the Strategic National Stockpile (SNS)	<input type="radio"/>				
Personal readiness (emergency preparedness at home)	<input type="radio"/>				
Mass fatality events and response	<input type="radio"/>				

In the past year, how effective were the All-Staff presentations in increasing your knowledge in the following topics:

	Not Effective	Somewhat Effective	Effective	Very Effective	N/A
Public Health Advocacy and Lobbying	<input type="radio"/>				
Food Safety in the Home	<input type="radio"/>				
Health Equity and Social Justice	<input type="radio"/>				
Community Health Needs Assessment	<input type="radio"/>				
Working with and Understanding Refugee Populations in Kent County	<input type="radio"/>				

Based on All-Staff meetings during the past year, do you think that your public health workforce training needs have been met?

- Yes
- No

Do you know where to electronically locate the Kent County Emergency Operations Plan?

- Yes
- No

Please provide any comments you have regarding public health workforce training needs:

2015-16 Workforce Training Needs Assessment

Outside of your daily job responsibilities and duties, do you think you have a better understanding of public health as a profession as a result of attending KCHD All-Staff meetings during the past year?

- Yes
- No

Can you explain how your professional role at KCHD connects with the Core Functions and Essential Services of Public Health?

- Yes
- No

Based on the trainings provided through All-Staff meetings during the past year, how much do you think your knowledge and skills in the following core competencies has increased?

	No change in knowledge/skills	Some change in knowledge/skills	Significant change in knowledge/skills	N/A
Analytical and Assessment (Health Needs Assessment)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cultural Competency (Working with and Understanding Refugees)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Public Health Science (KCHD Programs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Policy Development and Program Planning (Public Health Advocacy and Lobbying)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emergency Preparedness (ICS, SNS, Personal Emergency Readiness, Mass Fatality Events)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Instructions for the Assessment

The following questions are presented in a series. For each competency, you will be asked to rate the degree to which it is important to your primary work duties, your ability to perform the function, and your interest in training on that topic.

6. Selecting Your Tier...

Carefully read the following and select the Tier that best describes your current position.

***Select the Tier that best describes your day-to-day role:**

- Tier 1: Carries out day-to-day tasks of the public health organization and is not in a management position. Responsibilities may include basic data collection, fieldwork, program planning, outreach activities, clinical services, home visiting services, and other organizational tasks.
- Tier 2 OR Tier 3: Carries out program management and/or supervisory responsibilities. Other responsibilities may include program development, implementation, and evaluation, establishing and maintaining community relations, and managing timelines and workplans. OR is a senior manager (Division Director) or leader of the public health organization (Health Officer), generally responsible for the major programs or functions of the organization, setting strategy and vision for the organization, and/or building the organization's

7. Filter: Community Dimensions of Practice Skills: Tier 1

Definition: These skills deal with your ability to integrate your work within the larger context of multiple communities served.

***Do you feel that your job duties/activities require Community Dimensions of Practice skills?**

- Yes
- No

2015-16 Workforce Training Needs Assessment

8. Community Dimensions of Practice Skills: Tier 1

Recognizing community linkages and relationships among multiple factors (or determinants) affecting health.

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

Demonstrating the capacity to work in community-based participatory research efforts.

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

Identifying stakeholders.

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

Using group processes to advance community involvement.

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

Describing the role of governmental and nongovernmental organizations in the delivery of community health services.

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

2015-16 Workforce Training Needs Assessment

Identifying community assets and resources.

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

Gathering input from the community to inform the development of public health policy and programs.

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

Informing the public about policies, programs, and resources.

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

In the space below, please provide any additional comments you have regarding Community Dimensions of Practice Skills.

9. Filter: Financial Planning and Management Skills: Tier 1

Definition: These skills deal with your ability to apply principles such as budgeting, strategy, human resources, and personnel toward population-based services.

***Do you feel that your job duties/activities require Financial Planning and Management Skills?**

- Yes
- No

2015-16 Workforce Training Needs Assessment

10. Financial Planning and Management Skills: Tier 1

Describing the local, state, and federal public health and healthcare systems.

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

Describing the organizational structures, functions, and authorities of local, state, and federal public health agencies.

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

Adhering to the organization's policies and procedures.

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

Participating in the development of a programmatic budget.

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

Operating programs within the current and forecasted budget constraints.

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

2015-16 Workforce Training Needs Assessment

Identifying strategies for determining budget priorities based on federal, state, and local financial contributions.

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

Reporting program performance as it relates to cost/benefit.

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

2015-16 Workforce Training Needs Assessment

11. Financial Planning and Management Skills: Tier 1 (pg 2)

Translating evaluation report information into program performance improvement action steps.

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

Contributing to the preparation of proposals for funding from external sources.

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

Applying basic human relations skills to internal collaborations, motivation of colleagues, and resolution of conflicts.

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

Demonstrating public health informatics skills to improve program and business operations.

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

Participating in the development of contracts and other agreements for the provision of services.

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

2015-16 Workforce Training Needs Assessment

Describing how cost-effectiveness, cost-benefit, and cost-utility analyses affect programmatic prioritization and decision-making.

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

In the space below, please provide any additional comments you have regarding financial planning and management skills.

12. Filter: Community Dimensions of Practice Skills: Tier 2

Definition: These skills deal with your ability to integrate your work within the larger context of multiple communities served.

***Do you feel that your job duties/activities require community dimensions of practice skills?**

- Yes
- No

2015-16 Workforce Training Needs Assessment

13. Community Dimensions of Practice Skills: Tier 2

Assessing community linkages and relationships among multiple factors (or determinants) affecting health.

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

Collaborating in community-based participatory research efforts.

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

Establishing, maintaining, and facilitating collaboration and partnerships to ensure participation of stakeholders.

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

Using group processes to advance community involvement.

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

Distinguishing the role of governmental and nongovernmental organizations in the delivery of community health services.

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

2015-16 Workforce Training Needs Assessment

14. Community Dimensions of Practice Skills: Tier 2 (pg 2)

Negotiating for the use of community assets and resources.

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

Using community input when developing public health policies and programs.

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

Promoting public health policies, programs, and resources.

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

In the space below, please provide any additional comments you have regarding community dimensions of practice skills.

15. Filter: Financial Planning and Management Skills: Tier 2

Definition: These skills deal with your ability to apply principles such as budgeting, strategy, human resources, and personnel toward population-based services.

***Do you think that your job duties/activities require Financial Planning and Management skills?**

- Yes
- No

2015-16 Workforce Training Needs Assessment

16. Financial Planning and Management Skills: Tier 2

Interpreting the interrelationships of local, state, and federal public health and healthcare systems for public health program management.

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

Interpreting the organizational structures, functions, and authorities of local, state, and federal public health agencies for public health program management.

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

Developing partnerships with agencies within the federal, state, and local levels of government that have authority over public health situations or with specific issues such as emergency events.

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

Implementing the judicial and operational procedures of the governing body and/or administrative unit that oversees the operations of the public health organization.

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

Developing a programmatic budget.

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

2015-16 Workforce Training Needs Assessment

17. Financial Planning and Management Skills: Tier 2 (pg 2)

Managing programs within the current and forecasted budget constraints.

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

Developing strategies for determining budget priorities based on federal, state, and local financial contributions.

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

Evaluating program effectiveness to determine cost-benefit.

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

Using evaluation results to improve performance.

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

Preparing proposals for funding from external sources.

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

2015-16 Workforce Training Needs Assessment

Applying basic human relations skills to the management of organizations, motivation of personnel, and resolution of conflicts.

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

18. Financial Planning and Management Skills: Tier 2 (pg 3)

Applying public health informatics skills to improve program and business operations.

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

Negotiating contracts and other agreements for the provision of services.

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

Using cost-effectiveness, cost-benefit, and cost-utility analyses in programmatic prioritization and decision-making.

	Low	Somewhat Low	Somewhat High	High	N/A
Importance to your job	<input type="radio"/>				
Your personal ability	<input type="radio"/>				
Your interest in additional training	<input type="radio"/>				

In the space below please provide any additional comments you have regarding financial planning and management skills.

19. Motivators for Participation in Training

Please rate your level of motivation related to each of the following items on a four-point scale (1 - Low Motivation to 4 - High Motivation)

Increasing one's competency in public health practice

- 1 2 3 4 N/A

Personal satisfaction

- 1 2 3 4 N/A

Professional networking opportunity

- 1 2 3 4 N/A

Accomplishment of the mission of the agency

- 1 2 3 4 N/A

Personal career advancement

- 1 2 3 4 N/A

In the space below please provide any additional comments you have relating to motivators for participation in training

2015-16 Workforce Training Needs Assessment

20. Barriers for Participation in Training

Please rate how much of a barrier the following items are for participation in training on a four-point scale (1 - Not a Barrier to 4 - Very Much a Barrier)

Individual cost

- 1 2 3 4 N/A

Time away from work

- 1 2 3 4 N/A

Family commitments

- 1 2 3 4 N/A

Travel

- 1 2 3 4 N/A

Agency budget restrictions

- 1 2 3 4 N/A

Desired topics not available

- 1 2 3 4 N/A

Nearing retirement

- 1 2 3 4 N/A

Lack of supervisor support

- 1 2 3 4 N/A

Lack of opportunity to apply what I have learned

- 1 2 3 4 N/A

In the space below please provide any additional comments you have relating to barriers for participating in training

21. Additional Comments

Please share any additional feedback or comments you may have related to workforce development needs.

22. End of Assessment

Thank you for participating in this assessment! Your responses will help us develop All-Staff meeting topics for the next year!

If you have questions or additional comments, please contact Chelsey Chmelar at extension 7268.

2015 Workforce Development Needs Assessment

RESULTS SUMMARY

KCHD WORKFORCE DEVELOPMENT COMMITTEE



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For questions about this report, contact:

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Quality and Performance Manager
616-632-7268

Chelsey.Chmelar@kentcountymi.gov

Report published: August 14, 2015

Introduction

Kent County Health Department developed and implemented an organizational Workforce Development Plan in response to Public Health Accreditation Board (PHAB) and NACCHO's Project Public Health Ready requirements in fall 2013. The Workforce Development Plan outlines the Kent County Health Department's planned efforts toward improving staff competencies in a number of areas consistent with the Council on Linkages Core Competencies for Public Health Professionals and the Bioterrorism and Emergency Readiness Competencies for all Public Health Workers.

Within the Workforce Development Plan are a number of goals and objectives that were developed as a means for measuring implementation progress. The first goal of the Workforce Development Plan is to "*regularly evaluate competency-based staff training and development needs.*"

This report summarizes the results of the third annual assessment of workforce development needs related to the Department's adopted set of national core competencies. This year's assessment also asked questions evaluating the effectiveness of learning opportunities since the implementation of the plan. Key sections of this report describe the assessment process used, results gathered, and recommendations for future training and development opportunities.

Method

An online assessment using Survey Monkey software was utilized to collect staff responses between July 6, 2015 and July 17, 2015. The majority of items used in this staff assessment were adopted from an existing survey tool developed by the Ohio State University's Center for Public Health Practice in 2010-2011. Evaluation questions pertaining to training effectiveness were developed by the Kent County Health Department.

Demographics. A total of six demographic questions were asked in this assessment. Staff were first asked to indicate to which Kent County Health Department Division they belong. Four response options were given ("Administration", "Environmental Health", "Community Clinical Services", and "Community Wellness"). Respondents were also asked to select their primary professional role at the Health Department. A total of 15 answer choices were provided, ranging from "administrative support/clerical staff to public health nurse. An "other" option was also given. Education level was assessed through one question ("*select your current education level*") where staff could select from six different responses ranging from "high school" to "PhD/MD/DVM (or other professional degree beyond Masters Level".

The final three demographics questions related to public health experience, number of years worked at the Kent County Health Department, and number of years worked in current position at the Health Department. Each of these questions included multiple choice options ranging from "0-5 years" to "21 years or more".

Training Evaluation. Evaluation of trainings offered through All-Staff meetings beginning in May 2013 was assessed through the use of seven assessment questions. The first question, "*In the past year, how effective were the All-Staff presentations in raising your awareness of public health's role in response to the following...*", allowed staff to rate effectiveness of four different emergency preparedness-related topics on a four-point Likert scale ranging from "not effective" to "very effective". Staff were also given the option of answering, "not applicable". A similar question was used to assess staff-perceived effectiveness of several other All-Staff meeting topics. The same Likert scale was used to collect responses.

Staff were asked four questions with “yes” or “no” responses. These items asked staff if they could locate the Emergency Operations Plan on the Department’s computer network, if public health workforce training needs had been met through All-Staff offerings, if staff had a better understanding of public health as a profession as a result of All-Staff offerings, and if staff could explain how their professional role connects with the Core Functions and Essential Services of Public Health.

The final evaluation question asked staff how much they believed their knowledge on various topics had improved based on trainings offered through All-Staff meetings. Responses to these questions were gathered using a three-point Likert scale ranging from “no change in knowledge/skills” to “significant change in knowledge/skills”. A not applicable answer choice was also given.

Competency-Based Assessment. Competency assessment data was collected for two of the eight Council on Linkages Core Competencies for Public Health Professionals. The two competencies covered in this assessment were the Community Dimensions of Practice and the Financial Planning and Management competencies. The Tier 1 Community Dimensions of Practice competency was assessed using nine items, and the Tier 1 Financial Planning and Management competency was assessed using 14 items. The Tier 2 Community Dimensions of Practice competency was assessed using nine items, and the Tier 2 Financial Planning and Management competency was assessed using 14 items. For each of the sub-topics contained within each competency area, staff were asked to provide a rating using a four-point Likert scale (“low” to “high”) for the following three statements: “importance to your job”, “your personal ability”, and “your interest in additional training”. A comment box was also provided at the end of each competency assessment section.

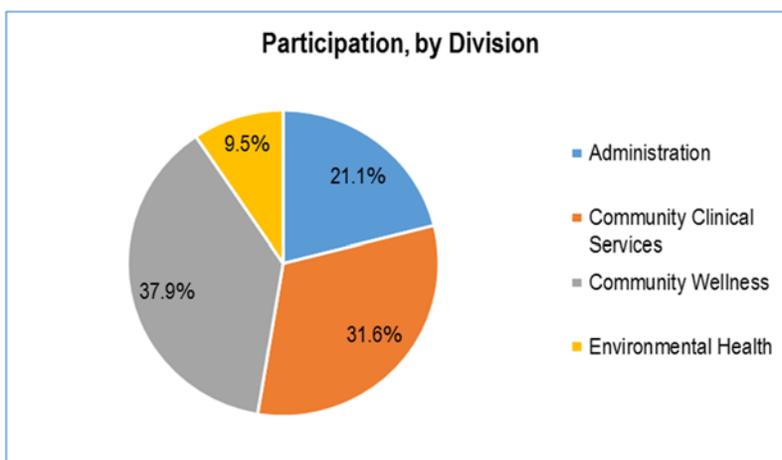
Motivators and Barriers. Two final assessment questions asked staff to provide input on motivators and barriers to participating in training opportunities. Five motivators were listed in the assessment and staff were asked to rate them using a four-point Likert scale (“low motivation” to “high motivation”). Nine barriers were listed in the assessment and staff were asked to rate them using a four-point Likert scale (“not a barrier” to “very much a barrier”), as well.

Results

Demographics

Participation by Division

A total of 105 responded to at least one question in the 2015 Workforce Development Needs Assessment. Staff who responded only to demographic questions were removed from the dataset, which allowed for a final analysis including 95 participants. The largest proportion of participation came from the Community Wellness Division (n=36), followed by Community Clinical Services (n=30). Overall, the distribution of responses to the assessment was fairly representative of staff distribution within the Health Department.



"I AM GRATEFUL FOR BEING ASKED ABOUT MY NEEDS FOR JOB IMPROVEMENT AND THE OPPORTUNITY TO LEARN ON THE JOB. IT MAKES ME FEEL LIKE THE HEALTH DEPARTMENT AS AN ORGANIZATION CARES ABOUT HELPING ME TO BE THE BEST PUBLIC HEALTH WORKER I CAN BE..."

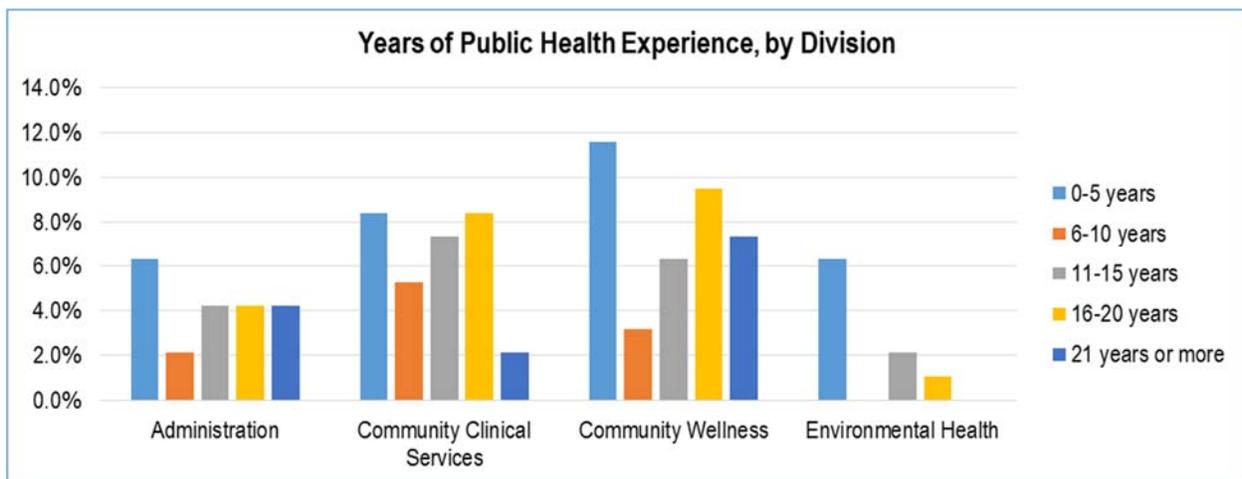
- HEALTH DEPARTMENT EMPLOYEE

Role, Education, and Public Health Experience

The highest percentage of responses to the assessment came from administrative support and clerical staff (24.2%) and public health nurses (22.1%). There was also at least one respondent in each of the other "role" categories offered in the assessment. These categories are referenced in the Method section of this report.

Of those who responded to the assessment, 74.7% reported an education level of bachelor's degree or higher. An additional 11.6% of respondents reported having completed an associate's degree, and 9.5% of remaining staff indicated that they had acquired some post-high school education. This illustrates that more than 95% of the Kent County Health Department staff who participated in this assessment have achieved some level of education beyond high school.

Staff were asked to provide data pertaining to number of years' experience in public health, number of years worked at Kent County Health Department, and number of years working in their current position. The table below shows years of public health experience, by Division. About 67.4% of Kent County Health Department staff have worked in public health for at least six years, and nearly 60% of staff worked in public health for 11 years or more.



Similar to years of public health experience, many assessment respondents indicated long-time employment with the Kent County Health Department. Of those who responded to the assessment, 62.1% have worked at the Health Department for six years or more, and 50.5% have worked for the Health Department for more than 11 years. Some of the longest tenured Health Department staff¹ work in Community Clinical Services (14.7%) and Community Wellness (22.1%).

Evaluation of 2014-2015 Workforce Development Activities: All-Staff Meetings

Training Effectiveness

Overall, staff had positive feedback about the effectiveness of All-Staff meeting topics and presentations that were offered during the past year. The chart below summarizes responses gathered from two questions asking respondents to rate the effectiveness of each All-Staff meeting in improving awareness and knowledge on a variety of public health topics.

¹ Those staff who have been with the Kent County Health Department for more than 11 years.

Very few staff rated any of the presentations as “not effective”. Most presentations received majority “very effective” or “effective” ratings. The presentations receiving the highest percentage of “very effective” ratings were the Refugee Populations in Kent County (45.3%) presentation, followed by Food Safety in the Home (39.0%) and Personal Readiness (31.6%).

The “N/A” responses to this question can be somewhat accounted for based on comments received through the 2015 Workforce Development Needs Assessment. Several comments provided by respondents suggest that staff could not accurately rate all of the presentations because they may have not been in attendance. It is also possible that, because this assessment was completed more than a year after some of the presentations were given, staff may not recall the content or delivery of the subject matter. Nonetheless, overall results suggest that staff are learning information pertinent to Core Competencies through participation in the All-Staff meetings.

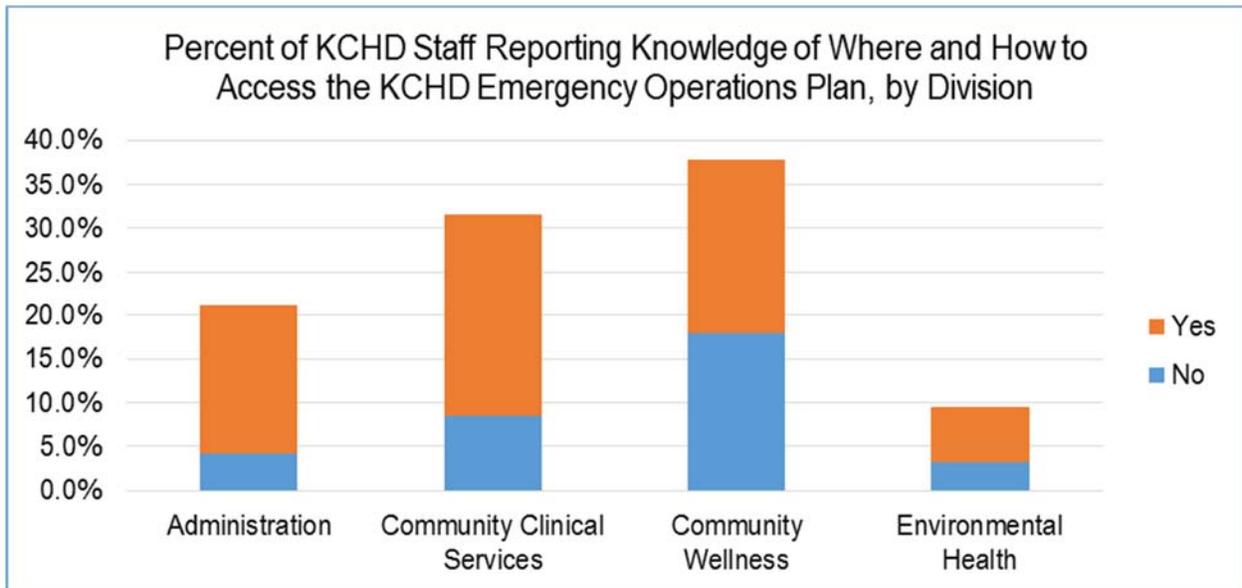
Staff-Reported Effectiveness of All-Staff Presentations on Improving Awareness and Knowledge					
All-Staff Topic	Staff Rating				
	Very Effective	Effective	Somewhat Effective	Not Effective	N/A
<i>Incident Command Structure</i>	28.4%	54.7%	10.5%	1.1%	5.3%
<i>Strategic National Stockpile</i>	26.3%	50.5%	12.6%	1.1%	9.5%
<i>Personal Readiness</i>	31.6%	59.0%	6.3%	1.1%	2.1%
<i>Mass Fatalities</i>	23.4%	60.6%	9.6%	3.2%	3.2%
<i>Lobbying vs. Advocacy</i>	9.6%	44.7%	25.5%	4.3%	16.0%
<i>Food Safety in the Home</i>	39.0%	44.2%	6.3%	--	10.5%
<i>Health Equity Social Justice Update</i>	29.5%	46.3%	9.5%	5.3%	9.5%
<i>Community Health Needs Assessment Overview</i>	20.4%	51.6%	20.4%	2.2%	5.4%
<i>Refugee Populations in Kent County</i>	45.3%	40.0%	5.3%	2.1%	7.4%

Knowledge, Perceptions, and Opinions

A section of the 2015 Workforce Development Needs Assessment asked staff to provide information about improvements in knowledge, perceptions, and opinions associated with their participation in the All-Staff presentations offered as components of the Workforce Development Plan. The majority of respondents, 89.5% reported that the presentations had improved their knowledge of public health as a profession, while 80.9% of

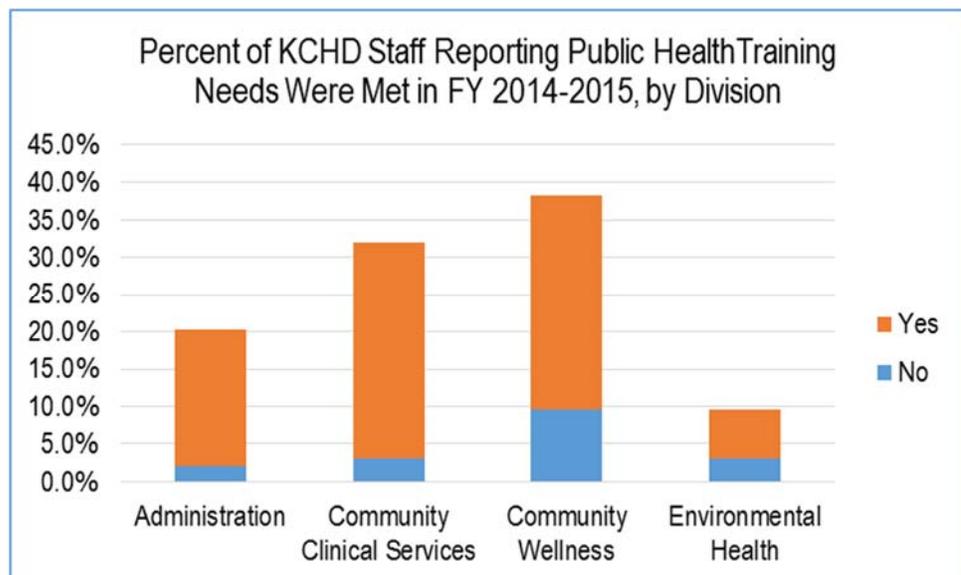
respondents reported that the presentations had improved their understanding of how their job coincides with the 10 Essential Services of Public Health.

Specific to emergency preparedness knowledge, staff were asked if they knew where to electronically locate the agency's Emergency Operations Plan (EOP). This knowledge was presented by the Emergency Preparedness Coordinator at an All-Staff meeting within the past two years. Of those who responded to the 2015 Workforce Development Needs Assessment, 66.3% reported that they knew where to electronically locate the EOP. This knowledge varied by Division, as demonstrated in the bar graph below.



The final question asked in this section of the assessment related to general perceptions and opinions related to the Workforce Development Plan's implementation. Staff were asked if general public health training needs had been met through the topics presented during the All-Staff meetings during the past year. Of those who participated in the assessment, almost 82% agreed that public health training needs were met. Variations in perceptions on this question by Division can be observed in the provided bar graph. The highest percentage of staff who felt training needs were not met during fiscal year 2014-2015 were employed within the Community Wellness Division.

The highest percentage of staff who felt training needs were not met during fiscal year 2014-2015 were employed within the Community Wellness Division.



Competency-Based Assessment

Knowledge and Skill Improvements based on All-Staff Presentations

Staff were asked to rate the level to which they perceived their knowledge and skills improved on the five Core Competency areas as a result of the All-Staff meetings in 2014-2015. The five Core Competency Areas included: analytical and assessment skills, cultural competency, public health science, program planning and policy development, and emergency preparedness.

Staff-Reported Knowledge and Skill Improvements as a Result of 2013-14 All-Staff Meetings			
Core Competency	Staff-Rating*		
	Significant Change	Some Change	No Change
<i>Analytical and Assessment Skills</i>	11.5%	73.6%	14.9%
<i>Cultural Competency</i>	40.7%	53.5%	5.8%
<i>Public Health Sciences</i>	29.9%	51.7%	19.4%
<i>Program Planning and Policy Development</i>	15.9%	61.0%	23.2%
<i>Emergency Preparedness</i>	43.3%	50.0%	6.7%

*[Note: Staff were given the option to select "N/A" as a response to this question. This response option is not reflected in the above table.]

The table above indicates that most staff reported "some change" or "significant change" in knowledge and skills for all of the Core Competency areas featured in All-Staff presentations during the past year. More than 90% of respondents reported some or significant knowledge increase related to emergency preparedness. Each of the remaining four Core Competencies assessed had more than 70% of respondents indicating some level of an increased level of knowledge and skill. These findings are consistent with findings from the Workforce Development Needs Assessment that was completed in 2014.

Baseline Competency Assessment: 2015-2016 Training Topics

The portion of the 2015 Workforce Development Needs Assessment that assessed training needs for the upcoming year, 2015-2016, asked staff to self-select into one of two categories: Tier 1² or Tier 2/3³. Of the 93 staff who answered this question, 23.7% self-selected as Tier 2/3, while 76.3% self-selected as Tier 1. The following data reflects the priority training needs identified by Kent County Health Department staff for the upcoming year.

² A Tier 1 employee, as defined by the Council on Linkages, "carries out day-to-day tasks of the public health organization and is not in a management position. Responsibilities may include basic data collection, fieldwork, program planning, outreach activities, clinical services, home visiting services, and other organizational tasks."

³ A Tier 2/3 employee "carries out program management and/or supervisory responsibilities. Other responsibilities may include program development, implementation, and evaluation, establishing and maintaining community relations, and managing timelines and work plans OR is a senior manager (Division Director) or leader of the public health organization (Health Officer), generally responsible for the major programs or functions of the organization, setting strategy and vision for the organization, and/or building the organization's culture."

The assessment focused on the two remaining Core Competency Areas that have yet to be addressed through Kent County Health Department's workforce development efforts – Community Dimensions of Practice and Financial Planning and Management skills.

Community Dimensions of Practice Skills			
Tier	Most Important to Job	Lowest Rated Current Ability	Greatest Interest in Additional Training
Tier 1	<ul style="list-style-type: none"> • Recognizing community linkages and relationships among multiple factors (or determinants) affecting health (3.47) • Identifying community assets and resources (3.41) • Informing the public about policies, programs, and resources (3.16) 	<ul style="list-style-type: none"> • Identifying stakeholders (2.56) • Using group processes to advance community involvement (2.75) • Demonstrating the capacity to work in community-based participatory research efforts (2.81) 	<ul style="list-style-type: none"> • Recognizing community linkages and relationships among multiple factors (or determinants) affecting health (3.39) • Identifying community assets and resources (3.37) • Gathering input from the community to inform the development of public health policy and programs (3.12)
Tier 2/3	<ul style="list-style-type: none"> • Establishing, maintaining, and facilitating collaboration and partnerships to ensure participation of stakeholders (3.81) • Assessing community linkages and relationships among multiple factors (or determinants) affecting health (3.76) • Using community input when developing public health policies and programs (3.71) • Promoting public health policies, programs, and resources (3.71) 	<ul style="list-style-type: none"> • Collaborating in community-based participatory research efforts (2.81) • Distinguishing the role of governmental and nongovernmental organizations in the delivery of community health services (2.86) • Negotiating for the use of community assets and resources (3.00) • Using community processes to advance community involvement (3.00) 	<ul style="list-style-type: none"> • Using community input when developing public health policies and programs (3.33) • Negotiating for the use of community assets and resources (3.29) • Using group processes to advance community involvement (3.19) • Establishing, maintaining, and facilitating collaboration and partnerships to ensure participation of stakeholders (3.19)

Community Dimensions of Practice Skills

The bolded items in the table above indicate overlap across responses collected from Tier 1 and Tier 2/3 survey respondents. Both groups indicated that informing or promoting public health policies, programs, and resources is a very important piece of their day-to-day tasks. The assessment also shows that both Tier 1 and Tier 2/3 staff report understanding and the ability to participate in or collaborate on community-based participatory research projects is an area where staff feel their abilities are low and could use more training. Another gap in current ability for both groups is associated with using group and community processes to advance community involvement in public health activities.

There were two key areas of overlap that Tier 1 and Tier2/3 staff suggested as training of greatest interest. These topics included strategies for identifying community assets and resources and negotiating the use of said resources and methods for gathering input from the community to inform program and policy development.

Financial Planning and Management Skills			
Tier	Most Important to Job	Lowest Rated Current Ability	Greatest Interest in Additional Training
Tier 1	<ul style="list-style-type: none"> • Describing the local, state, and federal public health and healthcare systems (3.46) • Applying basic human relations skills to internal collaborations, motivation of colleagues, and resolution of conflicts (3.45) • Adhering to the organization's policies and procedures (3.31) 	<ul style="list-style-type: none"> • Participating in the development of contracts and other agreements for the provision of services (1.90) • Identifying strategies for determining budget priorities based on federal, state, and local financial contributions (2.25) • Contributing to the preparation of proposals for funding for external sources (2.40) 	<ul style="list-style-type: none"> • Applying basic human relations skills to internal collaborations, motivation of colleagues, and resolution of conflicts (3.55) • Describing the local, state, and federal public health and healthcare systems (3.25) • Adhering to the organization's policies and procedures (3.08)
Tier 2/3	<ul style="list-style-type: none"> • Applying basic human relations skills to the management of organizations, motivation of personnel, and resolution of conflict (3.89) • Using evaluation results to improve performance (3.58) • Evaluating program effectiveness to determine cost-benefit (3.53) • Interpreting the interrelationships of local, state, and federal public health and healthcare systems for public health program management (3.53) 	<ul style="list-style-type: none"> • Applying public health informatics skills to improve program and business operations (2.44) • Using cost-effectiveness, cost-benefit, and cost-utility analyses in programmatic prioritization and decision-making (2.50) • Implementing the judicial and operational procedures of the governing body and/or administrative unit that oversees the operations of the public health organization (2.63) 	<ul style="list-style-type: none"> • Applying basic human relations skills to the management of organizations, motivation of personnel, and resolution of conflicts (3.53) • Using cost-effectiveness, cost-benefit, and cost-utility analyses in programmatic prioritization and decision-making (3.32) • Preparing proposals for funding from external sources (3.22).

Financial Planning and Management Skills

The bolded items in the table above indicate overlap across responses collected from Tier 1 and Tier 2/3 survey respondents. Both groups indicated that applying human relations skills to their daily work and interactions is one of the most important pieces of their day-to-day tasks. Additionally, having the ability to describe and/or interpret the interrelationships of local, state, and federal systems of public health and healthcare was identified as an important component of basic job knowledge for Health Department staff at all levels.

Similar to patterns of findings in previous years' workforce development needs assessments, the topics identified as most important to an individual's job were also noted as the topics of greatest interest for additional training. In this case, both Tier 1 and Tier 2/3 staff selected applying basic human relations skills to daily operations and interactions as their number one request for additional training.

Motivators and Barriers

Motivators

Staff were asked to rate the level of motivation they felt as a result of five different motivators associated with training participation. The five motivators assessed included the following: increasing competency, personal satisfaction, professional networking, accomplishment of agency mission, and personal career advancement.

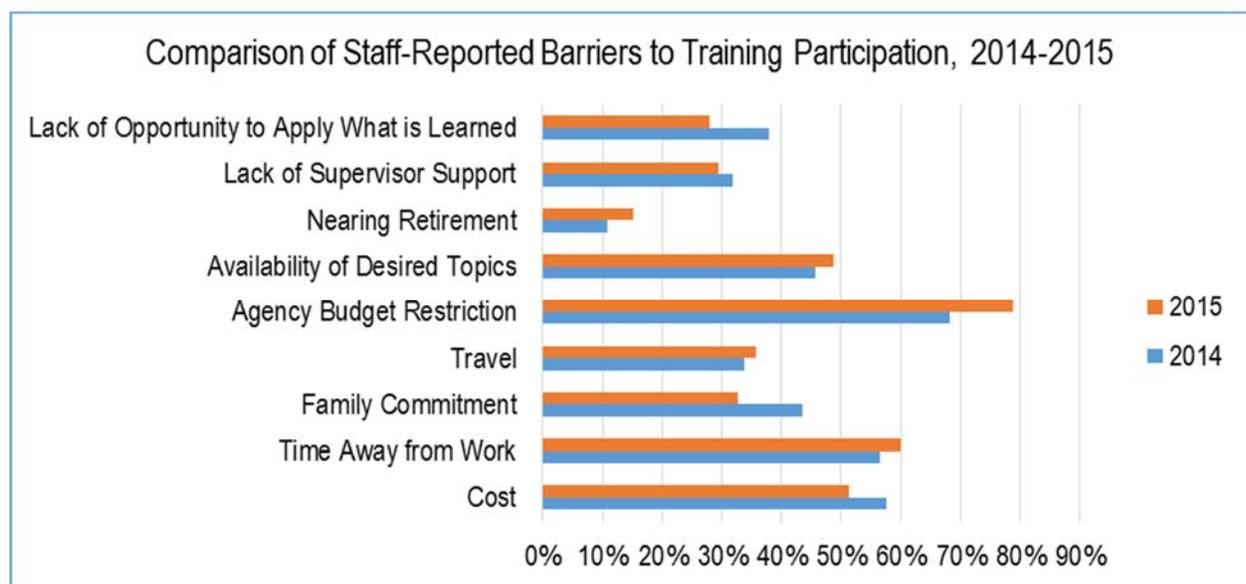
For each motivator assessed, respondents demonstrated high levels of motivation. Based on data collected, the most highly motivating factors were increasing competency (95.2%), accomplishing the agency's mission (92.0%), and personal satisfaction (91.9%). These findings are also consistent with data collected in the 2014 Workforce Development Needs Assessment.

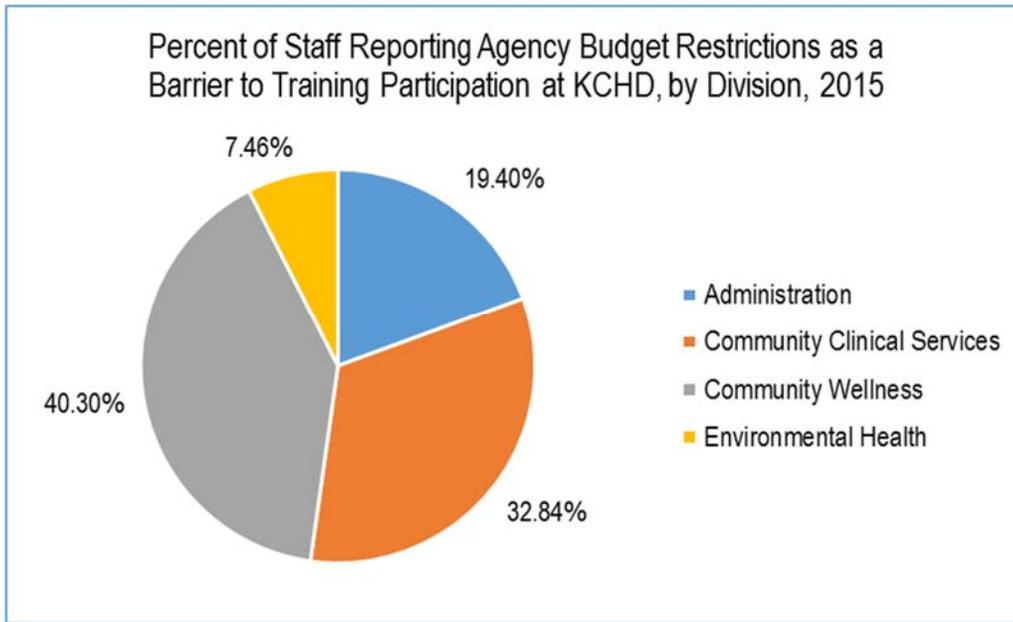
Barriers

The final portion of the 2015 Workforce Development Needs Assessment asked staff to rate the extent to which each option was a barrier to training participation and/or completion. The barriers assessed included cost to the individual, time away from work, family commitments, travel, agency budget restrictions, availability of desired topics, nearing retirement, lack of supervisor support, and lack of opportunity to apply what has been learned.

Staff Reported Barriers to Training Participation		
Barrier Type	Percent of Respondents who Reported as a Barrier	
	2014	2015
Cost	57.6%	51.2%
Time Away from Work	56.5%	60.0%
Family Commitment	43.5%	32.6%
Travel	33.7%	35.7%
Agency Budget Restriction	68.1%	78.8%
Availability of Desired Topics	45.7%	48.8%
Nearing Retirement	10.9%	15.1%
Lack of Supervisor Support	31.9%	29.4%
Lack of Opportunity to Apply What is Learned	37.8%	27.9%

Based on responses gathered, it seems the most prevalent staff-perceived barriers to training participation at KCHD in 2015 include agency budget restrictions (78.8%), time away from work (60.0%), cost (51.2%), and availability of desired topics (48.8%). The least commonly reported barriers to training participation included nearing retirement (15.1%), lack of opportunity to apply what is learned (27.9%), and lack of supervisor support (29.4%).

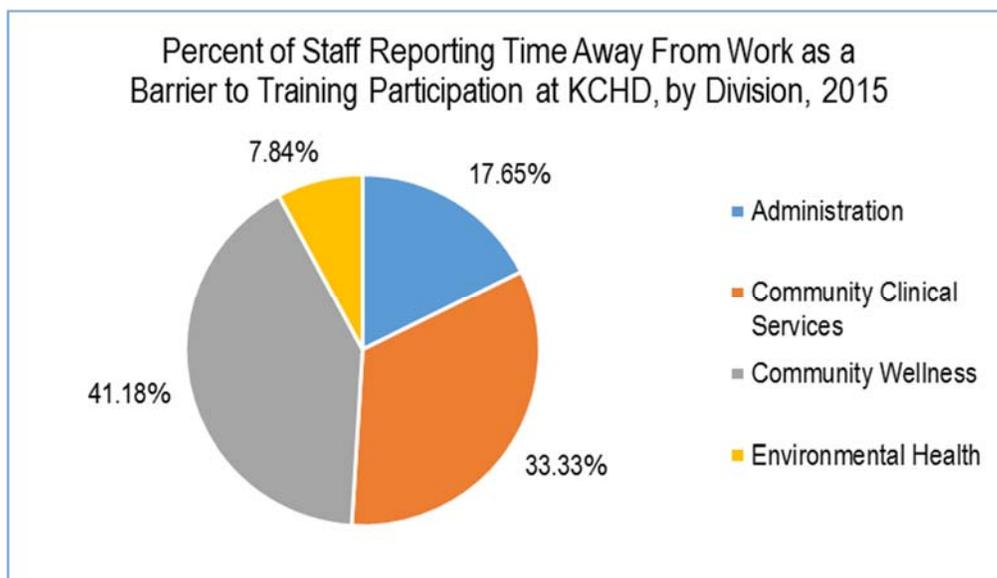




According to the bar graph above, staff-reported barriers have remained relatively consistent since the 2014 Workforce Development Needs Assessment. Across both years, agency budget restrictions and time away from work have remained some of the top staff-reported barriers to training participation at KCHD.

Due to the high level of concern associated with agency budget restrictions regarding staff participation in training opportunities, the pie chart above offers a Division breakdown of responses. The highest levels of concern associated with budget restrictions impacting training opportunities are within Community Wellness and Community Clinical Services.

Additionally, the pie chart below offers a Division breakdown of responses for time away from work as a concern and barrier to training participation at KCHD. Similar to agency budget restrictions, the highest levels of concern associated with time away from work are within Community Wellness and Community Clinical Services.



Other Key Assessment Themes (Staff Comments)

Some additional key themes were identified through the comment sections of the assessment. The themes included the following issues:

- Participation in training and other ways of going “above and beyond” does not result in career advancement or promotions within KCHD.
- It would be nice if training offered through KCHD included opportunities for continuing education credits for professional education requirements.
- Division-level policies prohibit participation of some KCHD staff in training opportunities that could assist them in staying current on issues within their fields of practice.
- There is no relevant training identified or offered for clerks.

Recommendations

The data collected through the 2015 Workforce Development Needs Assessment will be utilized by the Health Department’s Workforce Development Committee to develop public health training and development activities for the upcoming fiscal year (2015-2016).

Some recommendations for improving the workforce development activities at the Health Department are as follows:

- Implement training evaluations following each All-Staff meeting.
- Continue annual Workforce Development Needs Assessment and report findings.
- Address barriers to training identified on pages 10-12 of this report.
- Encourage staff development of public health knowledge and skills in addition to their profession-specific or program-specific knowledge and skills.
- Address discrepancies in training policies across the Health Department to ensure consistency and fairness, where possible.
- Explore the opportunity to be a continuing education provider for professional certifications, registrations, and licensures applicable to Health Department employees.
- Support staff in the pursuit of becoming certified in public health by gaining the CPH credential.

Appendices

Appendix A

2015 WD Needs Assessment Questions

Appendix H: Just-In-Time Training Implementation

Just-in-time training is a method of training in which individuals receive a short training, usually no longer than 30 minutes, on a set of specific skills that will be used immediately in a practical situation. This training usually takes place during an exercise or emergency and is intended for all staff and volunteers that have not been previously trained on the specific function they are about to perform. KCHD has developed a series of just-in-time training curricula reflecting KCHD’s all-hazard plan that may be used in the event of an emergency. The following table contains the topics of training, subtopics, possible trainers, and intended audience.

Just-In-Time Training			
Topic	Subtopics	Trainer	Intended Audience
Epidemiological Investigation	Interview process	Supervising Epidemiologist, Epidemiologist, Communicable Disease Nurse, Emergency Preparedness Coordinator, Emergency Preparedness Specialist, JIT Trainer (if appointed)	Untrained staff and interns assigned to epidemiological investigation duties
Mass Prophylaxis	POD Operations, Node Operations, Inventory Management	Emergency Preparedness Coordinator, Emergency Preparedness Specialist, Clinic Supervisor, Environmental Health Supervisor, Community Nursing Supervisor, Office Administrator, JIT Trainer (if appointed)	Untrained staff, interns, and volunteers assigned to mass prophylaxis duties
NIMS	ICS positions	Emergency Preparedness Coordinator, Emergency Preparedness Specialist, JIT Trainer (if appointed)	Untrained staff and interns
Communication	Tactical communication methods, Public Information	Emergency Preparedness Coordinator, Emergency Preparedness Specialist, Marketing and Communications Manager, JIT Trainer (if appointed)	Untrained staff and interns
Isolation and Quarantine	Isolation and Quarantine Basics, Personal Protective Equipment	Emergency Preparedness Coordinator, Emergency Preparedness Specialist, Clinic Supervisor, Environmental Health Supervisor, Community Nursing Supervisor, Office Administrator, JIT Trainer (if appointed)	Untrained staff and interns assigned to isolation and quarantine duties

The just-in-time training curriculum is reviewed annually and updated throughout the year based on lessons learned from exercises and real events.

Appendix I: Workforce Development Work Plan

Goal 1: Regularly evaluate competency-based staff training and development needs.

WDP Objective #	Performance Standard (Benchmark)	Performance Measure	Baseline	Goal	Responsible Staff	Status/Date	QI Needed? Y/N
1.1	Assure workforce needs assessment is completed annually	Workforce needs assessment completed by January 30 of each year	2013 Workforce Needs Assessment completed	Subsequent years' needs assessments completed by deadline			
1.2	Assure assessment results are utilized and shared with staff annually	Workforce Needs Assessment results communicated to staff by March 1 of each year	2013 Workforce Needs Assessment results communicated to Advisory Council	Expand communication of results to all staff			
1.3	Assure training topics are prioritized and selected annually	Training needs identified by April 1 of each year	New initiative	Training topics solidified by deadline			

Goal 2: Develop training curricula that adequately addresses priority training needs.

WDP Objective #	Performance Standard (Benchmark)	Performance Measure	Baseline	Goal	Responsible Staff	Status/Date	QI Needed? Y/N
2.1	Assure All-Staff meeting topics coincide with priority Core Competencies for each fiscal year	All-Staff meetings cover one of four Core Competencies slated for fiscal year	New initiative	One Core Competency covered in each of the quarterly Health Department All-Staff meetings			
2.2	Assure MPP meeting topics coincide with priority Core	MPP meetings cover one of four Core Competencies slated for	New initiative	One Core Competency covered in each of the quarterly MPP			

	Competencies for each fiscal year	fiscal year		meetings			
2.3	Assure staff's public health training needs are met	% staff reporting development opportunities adequately meet their public health training needs	New initiative	At least 75% of staff			

Goal 3: Streamline training tracking within the Health Department.

WDP Objective #	Performance Standard (Benchmark)	Performance Measure	Baseline	Goal	Responsible Staff	Status/Date	QI Needed? Y/N
3.1	Assure completion of a training tracking system evaluation	Training tracking system evaluation completed by January 1, 2014	No evaluation completed	Evaluation completed			
3.2	Assure development and implementation of a centralized tracking system	Centralized training tracking system developed and implemented by May 1, 2014	Multiple training tracking systems in use	Centralized training tracking system in use			

Goal 4: Improve Health Department staff competency and capacity in key public health and emergency preparedness topics.

WDP Objective #	Performance Standard (Benchmark)	Performance Measure	Baseline	Goal	Responsible Staff	Status/Date	QI Needed? Y/N
4.1	Increased competency in communication knowledge and skills	% staff reporting increased knowledge and skills	New initiative	At least 75% of staff			
4.2	Increased competency in cultural competency knowledge and skills	% staff reporting increased knowledge and skills	New initiative	At least 75% of staff			
4.3	Increased competency in public health science knowledge and skills	% staff reporting increased knowledge and skills	New initiative	At least 75% of staff			
4.4	Increased competency in leadership and systems thinking knowledge and skills	% staff reporting increased knowledge and skills	New initiative	At least 75% of staff			
4.5	Increased competency in key emergency preparedness knowledge and skills	% staff reporting increased knowledge and skills	New initiative	At least 75% of staff			